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## **Idaho State Board of Education Vision Statement**

*“Our vision is to improve the education system to a level of effectiveness that allows all learners to develop their potential as individuals and contributors to society.”*

### **Publishing Information**

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## Special Recognition

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-“Comprehensive Literacy Plan, Grades K-3”-  
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The Legislative Reading Committee contracted with the Center for the plan.

## In Gratitude

Dr. George Canney and Dr. Jack Nelson, Professors of Education, University of Idaho,  
for their complex and challenging endeavor in assessing student reading levels.  
The results were most helpful in providing the statistical data for this report.

## Reading Committee

*(Established in August 1997, in compliance with Senate Concurrent Resolution 114, to report on how Idaho can ensure every child who is capable can read on grade level by the end of third grade)*

Anne Fox, Co-Chair, State Superintendent of Public Instruction, and Member, State Board of Education  
Carole McWilliam, Co-Chair, Member, State Board of Education, Pocatello  
Roy Mosman, Past Co-Chair, Member, State Board of Education, Moscow  
The Honorable John Andreason, Idaho Senator, Boise  
Robert Barr, Dean, College of Education, Boise State University, Boise  
George Canney, Professor of Education, University of Idaho, Moscow  
Margaret Carlson, Representative, Idaho PTA, Inc., Boise  
Jesus de Leon, Principal, Van Buren Elementary School, Caldwell  
Linda Dunbar, Principal, Wapello Elementary School, Blackfoot  
The Honorable Betsy Dunklin, Idaho Senator, Boise  
Mark Falconer, Public Relations Director, Hewlett-Packard Corporation, Boise  
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The Honorable Lee Gagner, Idaho House of Representatives, Idaho Falls  
Robin Gilbert, Elementary Teacher, Middleton Heights Elementary School, Middleton  
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The Honorable Wendy Jaquet, Idaho House of Representatives, Ketchum  
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Judy Meyer, Past President, State Board of Education, Hayden Lake  
Brenda Miller, President, Idaho PTA, Inc., Boise  
Thomas Morley, Superintendent, Cassia County School District, Burley  
Sharon Parry, Representative, Idaho School Boards Association, Idaho Falls  
Nancy Patterson, Elementary Teacher, Gooding Elementary School, Gooding  
Mary Ruch, President, Idaho Council of the International Reading Association, Coeur d'Alene  
Betty Sims, Education Coordinator, Micron Technology, Boise  
Julie VanOsdol, Kindergarten Teacher, Tendoy Elementary School, Pocatello

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## **Legislative Reading Committee**

*(Established in 1998, by order of the Idaho Legislature, to propose methods to implement the recommendation of the 1997 Reading Committee)*

The Honorable Betsy Dunklin, Co-Chair, Idaho Senator, Boise  
The Honorable Lee Gagner, Co-Chair, Idaho House of Representatives, Idaho Falls  
Anne Fox, State Superintendent of Public Instruction, State Department of Education,  
Member, State Board of Education, Boise  
Carole McWilliam, Member, State Board of Education, Pocatello  
The Honorable John Andreason, Idaho Senator, Boise  
The Honorable Darrel Deide, Idaho Senator, Caldwell  
The Honorable Wendy Jaquet, Idaho House of Representatives, Ketchum  
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Allison Westfall, Public Information Officer

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***"The things taught in schools and colleges are not an education, but the means of education,"-Ralph Waldo Emerson***

## **EXECUTIVE SUMMARY**

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This Report to the Legislature on Reading Education in Idaho contains 11 recommendations and a Call to Action designed to ensure that every Idaho child is able to read at the appropriate level by the end of the third grade. The report was requested by the 1997 Idaho Legislature, which acknowledged that reading is fundamental to a student's ability to achieve his or her full potential.

The chairs of the 1997 Senate and House Education Committees asked that the reading study concentrate on five key topics, ranging from the success of past reading programs in Idaho to application of national research to Idaho's reading education efforts. These key topics are described in the main text of the report (See Section 1, Introduction & Background).

The Research outlined in this report shows the following:

- That 3<sup>rd</sup> graders who are reading a year or more below grade level and are poor and attending a school serving many other poor children have nearly no chance of graduating from high school.
- That effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems.
- That a balanced and comprehensive approach to reading must offer an organized, explicit skills program that includes phonemic awareness, phonics and decoding skills, and a strong language, literature, and comprehension program that offers a balance of oral and written language.

- A study commissioned by the committee and completed in 1997 revealed that as many as 40 percent of Idaho 4<sup>th</sup> graders in our schools are reading below grade level.

The committee concluded that we know how we can help every child to become a successful reader; that we have the potential to turn research into practice; and that our reading problems are solvable if we are willing to take action.

The Reading Committee gave an oral presentation of its work and conclusion to a joint meeting of the 1998 Senate and House Education Committees in January. Subsequently, the Legislature approved formation of the legislative Reading committee and funded it to develop implementation plans, including legislation and proposed budget, for the first committee's recommendations.

This report describes the background, key conclusions, research, recommendations and a Call to Action, followed by three appendices that provide a deeper level of detail and additional reports responding to the legislature's request. The Legislative Reading Committee's implementation plan is nearing completion at this writing.

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## SECTION 1

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### INTRODUCTION & BACKGROUND

#### The Legislative Directive

Acknowledging that reading is fundamental to a student's ability to achieve his or her full potential, the 1997 Idaho Legislature directed the State Board of Education in cooperation with the State Department of Education to conduct a study of the status of reading education in Idaho (See following page).

The result of the directive is this *Report to the Legislature on Reading Education in Idaho* which calls upon educators and policy makers, parents and communities to vigorously adopt practices that are consistent with the available research on how to teach reading effectively.

#### The Main Topics

Members of the Senate and House Education Committees agreed in a conference call held on April 10, 1997, that the reading study called for in Senate Concurrent Resolution No. 114 should concentrate on the following main topics as outlined in a letter from Representative Fred Tillmann to State Superintendent of Public Instruction Anne Fox:

- How successfully is the state teaching children to read (decode and comprehend) at grade level by the end of the third grade? (See Section 6, Testing Results)
- How has the money appropriated during the past three to five years for reading improvement been used, and has it produced positive and measurable results? (See Appendix A)

- What can be learned and applied from studying Idaho Schools that have highly successful reading results? (See Appendix A for a report on some quality reading programs offered in Idaho school districts.)
- What can be learned and applied from studying national research of successful reading programs? (See Section 3, "What the Research Shows.")
- What plan does the Idaho State Board of Education have for ensuring every child

enrolled in public school will be reading at grade level by the end of third grade? (See Appendix B.)

A key resource that guided the direction of this report is the "Comprehensive Literacy Plan, Grades K-3," developed by the Lee David Pesky Center for Learning Enrichment (See Appendix B).

#### Report Contents

This report summarizes relevant national research pertaining to early reading education and contains 11 recommendations and

Call to Action designed to ensure that every Idaho child who is capable is able to read at the appropriate level by the end of the third grade.

The report also includes two primary appendices:

- Appendix A describes a "Comprehensive Literacy Plan, Grades K-3 for the State of Idaho" prepared by the Lee David Pesky Center for Learning Enrichment under the auspices of the Legislative Reading Committee.
- Appendix B describes in detail the reading improvement grant programs in operation in Idaho.

#### Committee Mission...

*Idaho shall become the first state in the nation where learning to read is recognized as a birthright of all our children.*

#### And Goal...

*Every child reads fluently and comprehends printed text on grade level by the end of the third grade.*

## **SENATE CONCURRENT RESOLUTION No. 114**

The 1997 Idaho Legislature passed a concurrent resolution stating findings of the Legislature concerning the ability to read and directing the State board of Education in cooperation with the Department of Education to provide a report to the Legislature on reading education in Idaho.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, the state of Idaho recognizes that reading is fundamental to a student's ability to achieve his or her full potential; and

WHEREAS, well-read citizens are vital to the health of a democratic society; and

WHEREAS, a literate workforce is the cornerstone of our modern economy; and

WHEREAS, the failure to learn to read in the primary grades is directly correlated with the risk of dropping out of school and has been identified as a lifelong deterrent to successful and productive citizenship; and

WHEREAS, studies show that those who cannot read by the end of third grade are at high risk of dropping out of school, being unemployed and engaging in criminal activity; and

WHEREAS, the investment required to teach a child to read will reduce greatly the costs of welfare, unemployment or prison; and

WHEREAS, Idaho's public school educators and administrators are charged with ensuring that every student learns to read capably and thoughtfully.

NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session of the Fifty-fourth Idaho Legislature, the Senate and House of Representatives concurring therein, that we direct the State Board of Education, in cooperation with the State Department of Education, to conduct a study of the status of reading education in Idaho and report its findings to the Legislature on or before January 31, 1998, together with recommendations designed to ensure that every Idaho capable should is able to read at the appropriated level by the end of the third grade.

## **SENATE CONCURRENT RESOLUTION No.129**

The 1998 Idaho Legislature passed a concurrent resolution stating findings of the legislature and directing the committee to study the status of early reading education in Idaho to continue through the next year and to prepare legislation to implement the recommendation of the committee for submission to the legislature.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, the First Regular Session of the Fifty-fourth Idaho Legislature, recognizing the ability to read well is essential to the future success of children, authorized study of the status of reading in public schools in Idaho and of recommended policies to guarantee that every child can read at grade level by third grade; and

WHEREAS, the State Board of Education and the Department of Education appointed a committee of legislators, business leaders, educators and parent representatives from all regions of the state to conduct the study; and

WHEREAS, the committee determined that Idaho should be the first state to make reading every child's birthright; and

WHEREAS, after thorough research and testing, the committee found that a majority of Idaho's fourth grade school children are not comprehending what they read as a level expected of them, thus creating the need for remedial work in later grades and in the workplace; and

WHEREAS, certain groups of disadvantaged children have significant reading problems which will prevent them from succeeding in school or life and greatly increase the likelihood that they will drop out school be unemployed, and be sent to prison; and

WHEREAS, we have the methods and tools to ensure that every child can read.

NOW, THEREFORE, BE IT RESOLVED by the members of the Second Regular Session of the Fifty-fourth Idaho Legislature, the Senate and House of Representatives concurring therein, that the legislature authorizes the reading study committee to prepare the "Every Child's Birthright" Literacy Act for presentation to the 1999 Idaho Legislature. The committee should incorporate the recommendations that the act propose a comprehensive and systematic plan for ensuring that every Idaho child will read at grade level by grade three, a definition and method of measurement of reading at grade level, process and time line for implementation, and a budget and analysis of the most cost-effective methods for achieving the goals,

BE IT FURTHER RESOLVED that the committee shall hold public hearings on a draft of the act prior to finalizing the proposal to the

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## SECTION 2

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### CONCLUSIONS OF THIS REPORT

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Following nearly two years of research, presentations, testing, surveys, input and deliberation by reading experts in Idaho and nationally, the Reading Committee agreed on the following conclusions:

1. **That learning to read is the most important and challenging skill taught in elementary school** is widely accepted by educators, parents and students. Success in school and life depends heavily on the ability to read. Yet, we know that too many children are not learning to read.

#### Success in school...

And life depends heavily on the ability to read. Yet, we know that too many children are not learning to read.

2. Forty percent of all 9-year-olds in the United States score below the basic level on the National Assessment of Educational Progress (NAEP). **The Study completed in Idaho in 1997 revealed that as many as 40% of the 4<sup>th</sup> graders in our schools are reading below grade level.** Current research tells us that between 15 and 20 percent of the students in our classrooms are at risk for reading failure.

#### Current research tells us...

That between 15 and 20 percent of the students in our classrooms are at risk for reading failure.

#### The knowledge and technology...

Is available to help every child achieve his/her birthright...to become a successful reader.

3. **It is clear that the numbers of poor and/or non-readers in our state and in our nation is too high.**

4. **For all young children to reach their potential as readers there must be a collaborative effort** on the part of parents, educators and communities to make the reading success of every child a top priority.

5. Current research continues to discover more about how children learn to read and what teaching strategies are most effective in assisting children in the learning-to-read process. **The knowledge and technology is available to help every child achieve his/her birthright...to become a successful reader.** With the research-based techniques available today, we have the capability to ensure that essentially every healthy child born in the 21<sup>st</sup> century would be reading at grade level by the end of 3<sup>rd</sup> grade, and that every child now in elementary school would graduated from high school a reader.

6. **A variety of initiatives need to be carried out to guarantee every Idaho child's right to read. These include:**

- Implementation of a research-based comprehensive literacy plan in all Idaho schools.
- State policies to set high standards of performance, to support effective research-based instruction, and to improve our teacher training programs.



- 
- Extensive professional development to learn to use the new strategies, tools and materials for the teaching of reading.

- Improvement of the pre-service preparation of our future teachers in reading instruction in all of the state's colleges and universities.

- The support to the professional and business communities to improve the teaching of reading for all students.

**We know more  
than ever before...**

*about how we can help every child to become a successful reader. We have the potential to turn research into practice. Our reading problems are solvable if we are willing to take the action needed for solution.*

- Commitments from the state and local districts and school administrators to support teachers and research-based reading strategies by maintaining state-recommended class-size ratios, and providing adequate revenues.

- Parents and families must make reading an important part of family life, and sees that their children are at school each day ready to learn.

We know more than ever before about how we can help every child to become a successful reader. We have the potential to turn research into practice. Our reading problems are solvable if we are willing to take the action needed for solution.

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## SECTION 3

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### WHAT THE RESEARCH SHOWS

#### Overview

A review of the research literature reveals agreement among scholars, researchers and practitioners on what a complete and balanced reading program must include meeting the literacy needs of all students. The research clearly shows that such a program must offer an organized, explicit skills program that includes phonemic awareness, phonics and decoding skills, and a strong language, literature, and comprehension program that offers a balance of oral and written language. These instructional components are described below, followed by a summary of key relevant research from five nationally renowned sources upon which the committee's recommendations are based.

#### Phonemic Awareness

A powerful predictor of success in learning to read, phonemic awareness is the understanding that spoken words and syllables are made up of speech sounds. Phonemic awareness is essential for learning to read an alphabetic language because it is these elementary sounds or phonemes that letters represent (Adams, 1990). If children cannot hear and manipulate the elementary sounds in spoken language, they have a very difficult time learning how to decode (match those sounds to letters and letter patterns).

#### Letter Names & Shapes

Awareness of letter names and shapes is according to the research, another strong predictor of early reading success. It is not until children can quickly recognize the letters of the alphabet that they can begin to understand that all words are made up of sequences and patterns of letters.

#### Phonics

The role of effective phonics instruction is to help students understand, apply, and learn the alphabetic principle and properties of written

language. Phonics refers to a planned, organized instructional program where sound-letter correspondences for letters and letter clusters are directly taught. Skillful readers can decode words instantly and effortlessly. These readers have learned how to examine letters and letter patterns of every new word while reading. Research informs us that only poor and disabled readers rely on context for word identification (Stanovich, 1980). A poorly developed sense of sound-letter correspondences has been found to be the most frequent, incapacitating and pervasive cause of reading difficulty (Bruck, 1990; Rack, Snowling, & Olson, 1992).

Phonics instruction is NOT about rote drill. The most effective phonics instruction, research reveals, is explicit—that is, it takes time and care to clarify key points and principles for students. It is also systematic, that is, it moves gradually from fundamental elements to more difficult and complete patterns. The end goal of phonics instruction is to help students recognize the logic of our language system and to encourage them to extend this understanding to new words that they encounter in their reading. Teaching phonics randomly by identifying spellingsound connection only as they arise does not have the same effect on learning. The best instruction offers a strong relationship between what students learn in phonics and what they read.

#### Comprehension Through Reading

The single most valuable activity for developing children's comprehension is reading itself. When students can read fluently and accurately, they are able to construct meaning on two levels; i.e., understanding what it is the author is saying (literal comprehension) and what the meaning of the text is (reflective meaning).

Growth in reading comprehension can be predicted by the amount of reading student's do (even after controlling for entry-level differences). The amount of reading also

predicts the richness in students' writing and oral storytelling.

## Relevant Research

The recommendation, calls to action, and conclusions offered in this report are firmly rooted in publicly verifiable, quantitative, research-based knowledge. This research calls for explicit, systematic instruction in phonemic awareness and phonics along with early and continued exposure to rich literature (both fiction and non-fiction) and writing opportunities. (Learning First Alliance, 1998).

This report calls upon educators and policy makers to vigorously adopt practices that are consistent with the available research on how to teach reading effectively. Below are summaries of key relevant research from five nationally renowned sources upon which the committee's recommendations are based.

## Reading – A Guaranteed Birthright

Robert D. Barr and William H. Parrett

In *Hope At Last For At-Risk Youth*, Dr. Robert D. Barr and William H. Parrett (1995) confirmed that in recent years, an avalanche of research has documented in the most powerful manner how essential it is for every child to learn to read, and to read well.

***“Nothing is as important in the education of young children as learning to read, for it is the foundation for most all of later learning.”***

The authors tell us that it (the ability to read) is also essential for success in the larger society. In the United States today, the effective literacy skill level that is needed for personal, social, economic and civic effectiveness has steadily evolved and expanded.

The transformation from an industrial society to an informational age will continue to raise the standard for literacy skills. Learning to read is so important, so absolutely essential, that many have come to regard reading as a guaranteed birthright or an inalienable civil right of all children.

Children arrive at school with great enthusiasm for learning, but if they do not learn to read, and in fact do not learn to read rather quickly, the children are impacted in a number of unfortunate ways. If children do not learn to read by the end of the third grade, too often they develop a negative image of themselves. They begin to think of themselves as being unable to learn. Their self-concept begins to deteriorate and their earlier enthusiasm for learning is replaced by embarrassment and anger.

**If children cannot read, they cannot do their class work or homework; they may fail their courses, become discipline problems in their classrooms, and ultimately drop out of school. Research has documented that youths who cannot read have just as much trouble outside of school as they did before they dropped out.**

There is a direct relationship between reading

## Falling Behind

*“For 3<sup>rd</sup> graders who are reading a year or more below grade level (or who have been retained one or more times) and who are poor and attending a school serving many other poor children, their chances of eventually graduating from high school approaches zero.”*

Dr. Robert Slavin,  
Educator/Author/  
Researcher

problems and the high cost of health and welfare, police enforcement and correction. In study after study, reading problems have been identified in large numbers of juvenile delinquents, unemployed, incarcerated adults and men and women on welfare. Eighty percent of the men and women in prisons in the United States are high school dropouts. More than forty percent of all incarcerated adults have significant reading

problems. Youths who cannot read will live out their lives unemployed, underemployed, or

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unemployable; many will also end up in jails and prisons.

Research had identified four crucial variables in predicting high school dropouts: if a child is poor, attends schools with other poor children, is retained at least once during the first three years of school, and is reading below grade level at the end of the third grade, the chance of that child graduating from high school is near zero.

At least one state-Indiana- predicts prison cell needs 20 years in the future by studying second graders. They do this by including one additional variable to the four previously listed: physical or sexual abuse. The reverse is also true:

**If children learn to read before the end of the third grade, there is a corresponding reduction in referrals to special education, Title One reading programs and even later costs of health, welfare, police enforcement, and corrections.**

While schools cannot eliminate poverty or improve dysfunctional families, schools can teach all children to read. Schools know how to teach all children to read, and many schools do it. Some schools even guarantee parents that their children will learn to read. Research has now documented that schools can overcome the debilitating effects of poverty and a dysfunctional family-schools can teach every child to read. Research has also identified a number of best practices and programs that are so effective that all children can learn to read.

Reading is too important that if little else were taught during the early grades, it would be worthwhile. Some argue that it would be better for a student to attend school for only a few years but only learn to read than to stay in school until the eighth or ninth grade and drop out of school without being able to read effectively.

### **Effective Teachers Make the Difference**

*Dr. Gerald Duffy, Emeritus Professor, Michigan State University*

Dr. Duffy was hired to share his overview of current research with the Reading Committee. He said students need to develop a personal sense of what literacy is and what it is they are trying to do by learning to actively think their way through text. He said research has taught us that packaged programs of instruction, commercial packaged basal texts, pull-out programs and retention and tracking do not work.

He emphasized that teachers do make **the** difference. Effective teachers have different expectations of the students, are more active in explicit instructions, provide immediate feedback, are geniuses at managing quality on-time tasks, and are more diagnostic in teaching. (Appendix C provides summaries of nine other presentations to the Reading Committee).

### **The Need for a Scientific Approach**

*Keith E. Stanovich, professor at the Ontario (Canada) Institute for Studies in Education*

Dr. Stanovich has cogently pointed out that the failure to deal with issues/problems in a scientific manner has impeded the cumulative growth of knowledge in the psychology of reading. The result, Dr. Stanovich points out, has been a reliance on a subjective, and too often, biased view of knowledge that continually leads us to educational whims. Such instructional fads could be avoided if educators and other practitioners were firmly established in the importance of scientific thinking for solving educational problems (Stanovich, 1994).

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## Policy Should Be Based on Evidence, Not Ideology

*The Learning First Alliance\**

In their action paper, *Every Child Reading: An Action Plan (1998)*, the Learning First Alliance urges educators and those responsible for shaping educational policy to base educational decisions on evidence, not ideology, and:

- a. Provide all children explicit, systematic instruction in phonemic awareness, phonics and experiences with rich literature.
- b. Promote whole-school adoption of effective methods for the teaching of reading.
- c. Administer diagnostic assessments regularly to kindergartners and first-graders.
- d. Improve pre-service for elementary teachers by including instruction on the research base, applications of that research in the classroom, and experiences with such methods.
- e. Improve the quality of ongoing professional development on instructional strategies that includes discussion of research on how children learn to read as well as extensive in-class follow-up.
- f. Promote adoption of tests based on the evidence of what works.
- g. Involve parents in support of their children's reading.
- h. Intensify reading research.

## Beginning Instruction Is Critical

*National Association of School Board Executives*

A series of studies conducted by different investigators in different sites offers similar findings regarding beginning reading instruction

(NASBE, 1998). A significant convergence has been found in a number of specific areas:

- It is important for kindergarten and first graders to develop phonemic segmentation abilities; i.e., young children should be able to hear and identify the different sounds that make up a word such as "bat".
- The ability to associate letters or letter groups with certain sounds is a key step in early literacy development; young children should have specific instruction in this area in order to learn useful decoding knowledge and strategies.
- Children need to have experiences with a rich and varied supply of books and stories that are engaging and of appropriate difficulty.
- Teacher expertise in research-based reading instruction is critically important.
- High-quality preschool programs can be essential in helping children develop general verbal skills, the ability to recognize the difference between the sounds of language and the meaning of language, familiarity with the purposes of written text, and knowledge of the alphabet.

## Instruction Excellence Is Key to Success

*National Academy of Sciences*

Among the most recent and prominent studies is the March 1998 National Academy of Sciences study *Preventing Reading Difficulties in Young Children*. The Academy was asked by the U.S.

### \* The Learning First Alliance...

*is a coalition of organizations representing more than 10 million people engaged in providing, governing, and improving America's public schools at the local, state, and national levels: American Association of Colleges for Teacher Education; American Association of School Administrators; American Federation of Teachers; Association for Supervision and Curriculum; Council of Chief State School Officers; Education Commission of the States; National Association of State Boards of Education; National Association of Elementary School Principals; National Association of Secondary School Principals; National School Boards Association; National PTA; National Education Association.*

Department of Education and the U.S. Department of Health and Human Services to establish a committee to examine the effectiveness of interventions for young children who are at risk of having problems learning to read.

The committee, comprised of 19 research-scholars in the area of language development and reading, reviewed research on normal reading development and instruction, on risk factors useful in identifying groups and individuals at risk of reading failure, and on prevention, intervention and instructional approaches to ensuring optimal reading outcomes.

*Preventing Reading Difficulties in Young Children* edited by Drs. Catherine E. Snow, M. Susan Burns, and Peg Griffin, offers a unique summary of the existing research literature. It details the process of learning to read; cites predictors of reading success and failure; suggests prevention and instructional strategies, and makes specific recommendation for practice and research. The report proposes that adequate initial reading instruction require that children:

- Use reading to obtain meaning from print; Have frequent and intensive opportunities to read;
- Are exposed to frequent, regular spelling sound relationships;
- Learn about the nature of the alphabetic writing system; and ,
- Understand the structure of spoken words.

In addition, the report identifies three potential detours that are known to throw children off the course on the way to skilled reading:

- Difficulty understanding and using the

alphabetic principle (the sound-symbol relationship);

- Failure to transfer the comprehension skills of spoken language to reading; and,
- The lack or loss of the motivation to read or the absence of a mature appreciation of the reward of reading.

The importance of ensuring that children overcome these obstacles during the primary grades cannot be overstated. The majority of reading problems faced by adolescents and adults are the result of problems that could have been avoided or resolved with early identification and remediation. Recognizing the critical importance of providing excellent instruction to all children, the committee's scholars' central recommendation focuses on excellent primary reading instruction.

***“We acknowledge that excellent instruction in the primary grades and optimal environments in preschool and kindergarten require teachers who are well prepared, highly knowledgeable, and receiving ongoing support.”***

### **Learning to Read/Reading to Learn**

*The National Institute of Child Health and Human Development\**

In 1985, due to the concern about the growing incidence of reading problems and learning disabilities in the general population, the Health Research Extension Act gave NICHD a new charge: to improve the quality of reading research by conducting rigorous, long term, prospective, longitudinal, and multi-disciplinary studies. This kind of research requires careful planning and involves many disciplines; e.g.,

#### **\*National Institute of Child Health and Human Development Research**

*is truly distinctive because of its methodological rigor in an area that had been considered challenging for scientific investigation and where scientific knowledge has sometimes been obscured by philosophical and ideological positions. Since 1965, a total of 34,501 children and adults have participated in NICHD-supported reading research studies. Of that number, 21,680 read at the 50th percentile and above, and 12,641 read at the 25th percentile and below. Thirty-two colleges and universities, as well as the Mayo Clinic, Salk Institute, Beth Israel Hospital (Harvard), Boys Town and Haskins Laboratories comprise the North American Sites for this research. In addition, European and Asian sites include China, England, Israel, Russia, Serbo-Croatia, Sweden and Turkey.*

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education, psychology, linguistics and medicine. It recognizes the importance of testing competing theory; includes large samples of subjects/participants; relies on a range of carefully developed measures, and implements long-term treatments. In some studies, children's growth in reading has been observed from five years of age until 23 years of age.

This research is enormously difficult to conduct but of significant importance if we are to understand the nature of reading development and difficulties in children and adults. For many years, reading research has been hampered because support for long-term studies was not available, and because many earlier studies did not describe the children or the assessment/teaching methods used with sufficient precision.

The NICHD's research supports the following propositions about "learning to read" (from preschool to grade 3), and "reading to learn" (grades 4-12) for all children:

- **Although the eyes make visual contact with the printed word, the critical work involves the sound (phonemes) of language.** Many NICHD studies show that a reader's ability to remember, imitate, recall, manipulate (pull sounds apart and put them back together again), recode (switch between sound, visual, and semantic codes), and articulate sounds is essential to early reading.
- **The ability to process sounds that are heard (called phonological processing) consistently differentiates good readers and poor readers.** This ability is not dependent on intelligence, socio-economic status or parent education. Accurate phonological processing is necessary in order to decode and read new words quickly and accurately.
- **In turn, the most reliable indicator of difficulties in comprehending what is read is the ability to read words quickly and accurately** (called word recognition).
- Reading is indeed learned, and, therefore, must be taught, supported and sustained. Reading does not come naturally as does speech, and relies heavily on how we hear and manipulate sounds even before we see printed words.
- **Reading the English language requires understanding the alphabetic writing system**—understanding that the alphabetic print must be converted into sounds and meaningful messages.
- **Effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems.** The research indicates that when teaching youngsters who have a difficult time learning to read, explicit, systematic instruction is most effective in teaching reading. Effective instruction should: teach phonemic awareness at an early age, the common sound-spelling relationships in words, and how to say the sounds in the words; use text that is composed of words that use sound-spelling correspondences that children have learned, and use interesting stories to develop vocabulary and language comprehension. The most effective classroom method for early reading instruction involves a combination of explicit instruction in word recognition skills and reading comprehension strategies with opportunities to apply and practice these skills in a rich literature base.

In conducting studies with the seventeen to twenty percent of children who have serious reading difficulties, the NICHD Research Program has learned the following:

- **Substantial converging evidence supports the theory that significant reading problems are the result of a "phonological core deficit,"** in which readers have difficulty acquiring, retaining, manipulating, and recoding the phonemes or sounds of the English language.
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- **Without early identification and early intervention (before entry into the third grade), reading difficulties severe enough to hinder learning** and the enjoyment of reading will persist into adulthood unless intensive and specialized remediation programs are provided.
  - **The most effective instructional reading methods appear to involve a combination** of explicit instruction in phonemic awareness, explicit instruction in sound symbol relationships (phonics), and direct and integrated instruction in the reading of text and reading comprehension strategies. A balanced and complete teaching approach appears necessary for both children and adults with reading difficulties.
  - **Moreover, many children and adults who are not identified as “disabled” report that they do not read on a regular basis** either to learn new information or for enjoyment. These individuals report that reading is difficult for them because they cannot read words quickly, which in turn limits their exposure to reading materials which they might otherwise learn from and enjoy.
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## SECTION 4

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### THE COMMITTEE'S RECOMMENDATIONS

The Reading Committee calls upon educators, policy makers, parents and communities to vigorously adopt the following recommendations to ensure that every Idaho child reads fluently and comprehends printed text, on grade level, by the end of the third grade

#### Recommendation 1

**The Idaho Legislature, the Governor, the State Board of Education, and the Idaho Department of Education, shall acknowledge that reading is the highest priority in Idaho elementary schools, and resources shall be allocated to provide access to research-based reading methods in every school.**

- Reading is essential to success in our society. The highest priority of Idaho's government and educational community must be to provide the material and human resources needed to achieve reading success for all of Idaho's children. This goal is attainable and requires the support and commitment that goes beyond political advantages.
- If we are to ensure every Idaho student their birthright—the right to learn to read—the Idaho Legislature, the Governor, the Idaho Department of Education must collaborate to ensure the funding that is necessary to give reading instruction the full attention it requires.
- Specific attention needs to be directed to the issues of:
  - a. Teacher training
  - b. The details of reading and language skills development

- c. Support for early and continuing reading assessment and intervention of pre-school through 3<sup>rd</sup> grade students
- d. The removal of any and all obstacles in the areas listed below that interfere with reading instruction:
  - Class size
  - School library resources
  - Classroom instructional materials
  - Computers and other supportive technology

#### Recommendation 2

**Family-oriented enrichment pre-school programs and other certified, and validated preschool programs with an emphasis on early intervention, shall be encouraged to be expanded to promote language acquisition and pre-literacy skills.**

- Parents are important as their children's first teachers. Research indicates that parent involvement in reading acquisition is essential in providing the foundation for the learning so important to reading success in schools.
  - Promoting the importance of reading must involve the governor, the state superintendent, universities, schools, libraries; Idaho businesses, and the radio and television media in emphasizing reading. Such effort would focus on helping parents know what they need to do in order to help children be ready for school; i.e., preparing children to read, and teaching them how to work effectively with schools/teachers.
  - Literacy acquisition is facilitated and accelerated by insuring that in the pre-school years appropriate foundations in language
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development and print awareness are established. Enriched pre-school programs can provide children a more secure foundation for becoming effective readers. Working with parents and children during these early years is an extremely cost effective approach to making sure children are fluent readers by the end of the third grade.

- Develop a demonstration program of family oriented enrichment pre-school programs and other certified and validated pre-school programs that emphasize early intervention to promote language acquisition and pre-literacy skills.
- Fund one site per region (six regions). Commit to three years of funding support.
- Create an assessment tool to determine “readiness to learn” skills; administer assessment prior to entry to pre-school, mid-year, and year end (the latter to serve as spring pre-kindergarten assessment).
- Determine pre-school certification/accreditation standards.
- Fund in-service training for pre-school teachers at the six selected regional sites.
- Determine/evaluate the number of children in the demonstration program needing pre-k intervention as compared with those not in demonstration program.

### **Recommendation 3**

**Idaho shall establish and fund mandatory half-day kindergarten programs that focus on phonologically based pre-literacy skills for all children in the state.**

- Kindergarten has been targeted as an important factor in the development of successful readers by the end of third grade. Kindergarten has been offered in Idaho for about 25 years and is mandatory. The sessions are generally 2.5 hours in length. Research shows that the earlier literacy skills can be taught the more success children will have in formal reading in the primary grades.
- During kindergarten, children should develop the following skills:

**Language:** Children need to be able to use language to describe experiences, to predict what will happen in the future, and to talk about events that happened in the past.

**Background Knowledge:** Children need knowledge and understanding of their own world to make sense of what they read.

**Appreciation of stories and books and concepts of print:** Children need a great deal of experience with books and literature.

**Phonemic Awareness:** Children need to understand that words are sequences of phonemes (the basic speech sounds that are represented by letters of the alphabet). Phonemic awareness is demonstrated by the ability to identify and manipulate the sounds within spoken words.

**Alphabet and Letter Sounds:** Familiarity with the letters of the alphabet is a necessary foundation for early reading success. Children should, by the end of kindergarten, be able to recognize, name, and print letters, and know the sounds they represent.

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## Recommendation 4

**All schools and districts shall require that every K-8 teacher provide research-based, balanced and comprehensive reading instruction that is focused on skill/strategy development and uses literature, expository texts, and language rich activities. Instruction must be suited to the needs of each student so that every student is reading on grade level by the end of third grade.**

- Skill development is critical in beginning reading. Although skills development alone is insufficient to other development of good readers, no reader can become proficient without these foundational skills: phonological and phonemic awareness, multiple decoding strategies (including phonics-the system by which letter and combination of letters represent sound), fluency, vocabulary knowledge, and comprehension strategies suitable for both recreational and informational reading.
- These skills and strategies should be taught directly, explicitly, and systematically using multi-sensory instructional strategies as detailed in the “Comprehension Literacy Plan Grades K-3 for the State of Idaho” developed for the Legislative Reading committee by the Lee David Pesky Center for Learning Enrichment and approved by the Legislative Reading Committee and the State Board of Education.
- The National Academy of Sciences study, Preventing Reading Difficulties in Young Children recommends that first grade instruction provide explicit instruction and practice with spelling-sound conventions and their use in identifying printed words (decoding).
- Well-sequenced sound-symbol instruction (phonics) in first grade has

been shown to reduce the incidence of reading difficulty even as it accelerates the growth of the class as a whole.

- As they move through second grade and beyond, students need to develop a joy of reading and read a wide variety of materials, expository (non-fiction) as well as narrative. It is through such reading that students will develop greater fluency, vocabulary, background knowledge, comprehension strategies and writing skills.

## Recommendation 5

**Create instructional intervention programs for students who are not at grade level in reading as per State Board of Education assessment for the transition between grades K-3. Focus intervention strategies on the specific needs of the identified children. These instructional interventions shall include the application of multiple teaching methods for phonological and phonemic awareness, decoding and comprehension strategies.**

- In continuing recognition of the critical importance of reading skills, all public school students in grades one, two and three shall participate in an on-going reading skills assessment. Kindergarten assessment will be a reading readiness, phonological assessment. Grades one, two and three shall assess for fluency, accuracy of these students' reading and an assessment of decoding and comprehension skills.
  - Diagnostic tools should be curriculum-based measures that include teacher observations as well as more formal measures of decoding and comprehension skills.
  - The assessment shall be by test and given in a manner specified by the State Board of Education. Assessments shall take place not less than two (2) times per year
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in the relevant grades. Additional assessments shall be strongly recommended for those students testing in the lowest twenty-five percent of their class.

- Each school district shall establish an intervention program to meet the needs of students not at a grade level as determined by the reading skill assessment for the periods between kindergarten and first grade; first and second grade; and second and third grade.
- These instructional interventions shall include the application for multiple teaching methods for phonological and phonemic awareness, decoding and comprehension strategies.
- The scores of the assessments and the recommended and implemented interventions shall be maintained in a reading record card included in the permanent record of each student.
- Limited English Proficiency (LEP) students need strong support to help them develop the skills needed to learn to read; i.e., supplementary services, Title I and special education.
- Intensive, systematic reading instruction should be available to all children who are having difficulties with learning to read.
- School reform in literacy intervention promotes restructuring of school time to ensure that large blocks of uninterrupted time are available for reading and other language activities.

## **Recommendation 6**

**The state educational agencies of teacher preparation programs shall require that all K-8 grade level and Special Education teacher-in-training take course offerings that are consistent with the state's comprehensive literacy plan. Prior to graduation, candidates for a degree must demonstrate by performance based assessment their ability to teach all students to read congruent with recent research on best reading practices.**

- Educating teachers to teach reading can and must rest on a scientific foundation. Science (neuroscience, applied linguistics, and cognitive science ) is helping us understand how reading is learned and what the most effective instructional strategies are for teaching children how to read.
  - The performance based assessment shall include the major components of effective reading instruction; i.e., how children acquire language; the basic sound structure of English, including phonological and phonemic awareness; phonic and structural analysis; semantics and syntactic; how to select reading textbooks, and how to use diagnostic tools and test data to improve teaching. All teachers need a solid knowledge base of the reading process: Phonological Awareness; Sound-symbol correspondence (intensive, systematic phonics); Semantics (meaning); Syntax (grammar and language patterns); Pragmatics (background knowledge and life experience); Comprehension and Critical Thinking.
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## Recommendation 7

**All practicing K-8 teachers, Title I teachers and directors, Special Education teachers and directors, principals of K-8 and superintendents who also act as K-8 principals shall be required to take three credits of reading content courses or 45 contact hours of in-service training. Such courses shall be state approved. Course work must be completed for recertification. These required credits may be included within the six credits required every five years for recertification.**

- Up to 25 percent of Eisenhower funds shall go directly to K-8 reading. These funds shall be used for the state approved in-service reading program.
- Well prepared, competent teachers are essential if students, including those with special needs, are to meet grade level standards in reading, writing, speaking and listening.
- Reading Specialist (those holding a Master's degree in reading) shall be available to every teacher and school for assistance in evaluating the instructional needs and progress of individual students experiencing difficulty learning to read.
- Reading Specialists shall work in collaboration with teachers, parents and administrators to design and implement effective learning conditions and interventions for such children
- Paraprofessionals working as Title I and Special Education Aides should not be the primary instructors for children experiencing difficulty learning to read. Rather, paraprofessionals should free the regular classroom teacher daily from maintenance level activities to allow the teacher to work 1:1 with those students who are struggling to learn to read.

## Recommendation 8

**Every school and district shall mobilize all its resources to make the teaching of reading a priority for all school staff in grades K-3 and strive to achieve a student/teacher ratio that is consistent with Idaho's class-size ratio goals in grades K-3.**

- The educational Testing Service reports that smaller class sizes "is the clear indicator for high achievement." These findings help clarify an area which has been disputed in recent years. A number of states have mandated reduced class sizes varying from 18 to 22 students per teacher.
  - The Learning First Alliance action paper on reading reports that class size makes a difference in early reading performance. Studies comparing class sizes of approximately 15 to those of around 25 in the early elementary grades reveal that class size has a significant impact on reading achievement, especially if teachers are also using more effective instructional strategies.
  - In reporting class size ratios, include only the certified academic teacher.
  - Apply the state funding formula to require the distribution of funds to reflect the priority being placed on having every Idaho child being able to read at the conclusion of 3<sup>rd</sup> grade.
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## Recommendation 9

**School districts should be encouraged to provide high quality print and electronic instructional materials that support identified decoding and comprehension skills in a comprehensive K-3 research-based reading program.**

- A print rich environment is critical to literate behavior. Teachers and students must have instantaneous access to materials that match students' reading needs, interests and cultural backgrounds.
- School libraries should be used to support classroom instruction and be in a place where all students can locate books that are age/grade level appropriate and of interest to them.
- To meet the literacy needs of individual students with diverse needs, training in the use of technology and strategies for selection of technological support systems is needed for teachers, administrators and other educators. Technology should be used to support all areas of the reading program including listening, reading and writing.

## Recommendation 10

**Textbook selection in every district will support identified skills in a comprehensive, balanced K-3 research-based reading program, and reflect Idaho's cultural diversity.**

- The Idaho State Board of Education must ensure that the selection of textbooks, statewide, is in alignment with the comprehensive, research-based and balanced reading program described in this report.
- Print materials should reflect the cultural socioeconomic, learning and linguistic diversity of the children in Idaho's schools.
- Reading materials of varying levels of difficulty must be available to allow all students to read at the appropriate level.

## Recommendation 11

**Idaho must promptly initiate a massive public education campaign promoting the importance of reading and the many programs available for schools and communities. The entire community must collaborate to ensure that every child reads fluently, understands printed text and is reading on grade level by the end of grade three.**

- A massive public information campaign should be initiated to encourage the committed involvement of families, the education and business communities, and elected officials in promoting reading success by the end of grade three for Idaho child.
  - Business-community –school partnerships should be formed to ensure total community support for a balanced, comprehensive, research-based reading program.
  - The primacy of reading instruction and students' reading achievement should be affirmed and reaffirmed by every Idaho community.
  - Create a statewide Reading Director Position. The Reading Director will oversee the implementation of the statewide assessment program.
  - Establish the position of regional Reading Specialist to be assigned according to the needs of the state. These Reading Specialists will train and oversee the paraprofessionals who are administering the assessments. In addition, they will serve as consultants to teachers.
  - The State Reading Director shall oversee the regional Reading Specialists.
  - The State Reading Director position and the regional Reading Specialists positions will sunset in five years.
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## SECTION 5

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### CALL TO ACTION

We know more than ever before about how we can help every child become a successful reader. We have the potential to turn research into practice. Our reading problems are solvable if we are willing to take the action needed for solution. Following are recommended actions to be taken by educators, parents and communities, state officials, universities and the Idaho Legislature:

#### **Teachers, Administrators, and Local School Boards**

##### **Teacher Education**

- Support Recommendation 4, 5, & 6 in this report.

##### **Instructional Leadership**

- Make the teaching of reading a priority for all school staff.
  - Encourage placing the best reading teachers at the primary level.
  - Redesign the curriculum of grades 1-3 to ensure a major emphasis in reading, including researched based components of literacy.
  - Allow opportunities for children to be with the same teacher for the first three grades, either in a multi-aged classroom or with the teacher moving to the next grade each year to continue working with the same children.
  - Provide training in researched –based reading pedagogy: i.e., the basic sound structure of English including phonological/phonemic awareness; phonic and structural analysis, semantics and syntactics, comprehension strategies; the use of diagnostic tools and test data to improve reading.
  - Coordinate professional development among all interest parties.
  - Ensure that the selection of textbooks statewide is compatible with the comprehensive, research-based and balanced reading program described in this report.
  - Plan literacy-rich classrooms
  - Work effectively with parents.
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## **Call to Action**

### **Teachers, Administrators, and Local School Boards**

#### **Prevention and Early Intervention**

- Establish a “Best Practices Demonstration Reading Readiness Intervention Program
- Implement Recommendations 2 & 3 in this report.
- Provide summer school opportunities for at-risk pre-first graders. (Those who did not meet kindergarten standard expectations)

### **Parents and Communities**

#### **Prevention and Early Intervention**

- Agree to implement a home reading program.
- Attend parent education classes provided to assist in understanding the vital role as first teachers and ongoing partnership with the schools.
- Understand the parent’s role in preparing children to enter preschool and kindergarten by talking to and reading to/with toddlers.
- Understand the developmental stages of reading, writing, and spelling, and model reading and writing.

### **State Board of Education**

#### **Teacher Education**

- Require that all K-8 grade level, Title I and Special Education teachers take reading course work as specified in Recommendation 6 & 7.

#### **Instructional Leadership**

- Recommend that the State Textbook Selection Committee select textbooks supporting identified skills in the K-3 state comprehensive literacy plan.
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**Idaho  
Department of  
Education**

**Teacher Education**

- Work with the Deans of the colleges and universities in promoting enhanced pre-service course work in research-based reading pedagogy.

**Instructional Leadership**

- Work collaboratively with colleges and universities, and local school districts to ensure quality professional development.

**Prevention and Early Intervention**

- Support early and continuing reading assessments of Kindergarten through grade three students.

**Universities**

**Teacher Education**

- Require all teacher education graduates to demonstrate their understanding of phonological and phonemic awareness, and phonics, both in content and instruction.

**Instructional Leadership**

- Require that all teacher education graduates demonstrate an understanding of both content and instruction of structural analysis, context clues, and sight vocabulary in fluent reading.
- Require instruction and field experience in teaching comprehension skills, including strategies for activating student background knowledge, building vocabulary, reading critically, and monitoring understanding.
- Require all elementary education major sample opportunities to practice applicable skills in supervised classrooms. Require that they demonstrate the ability to perform the following: implement instruction based on research-based “Best Practices,” use a variety of appropriate instructional approaches based on student needs; link the reading and writing process (encoding/decoding); work effectively with parents; diagnose and remediate reading problems; assess reading achievement.

**Idaho Legislature**

**Instructional Leadership**

- Support and fund the recommendation in this report.
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## Critical Components

The **General Reading Improvement** funds are intended to support kindergarten through sixth grade reading recovery or other locally developed programs, which increase, reading skills for students.

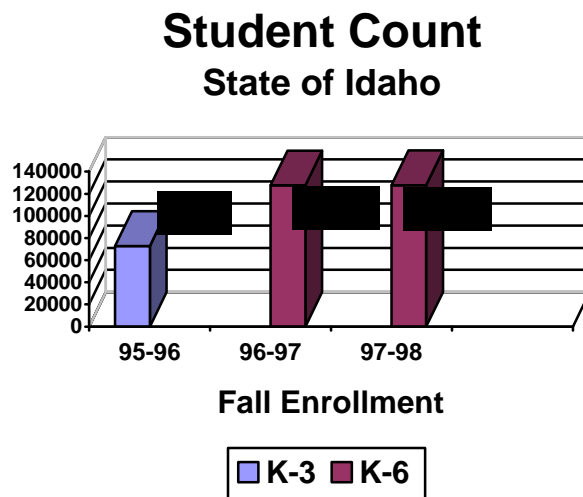
The **Reading Improvement with Phonics** funding are intended to support phonics and skills-based in-service instruction as critical components of reading instruction well as sustained, long-term staff development. The following are examples of possible uses of reading with phonics teacher training funds (Not intended to limit options, districts may select alternatives consistent with state criteria.):

- Train staff to incorporate phonics into reading instruction;
  - Provide release time for school-time staff development for phonics teacher training;
  - Provide stipends for mentor teachers to assist beginning or less-experienced teachers to teach reading with phonics;
  - Train and/or provide stipends for in-service consultants/facilitators to teach reading with phonics;
  - Train in-service facilitators using “train-the-trainer” models to teach reading with phonics;
  - Purchase teacher-requested materials to support in-service training related to teaching reading with phonics;
  - Train reading recovery teachers to incorporate phonics into their instruction;
  - Purchase student materials, which provide reading with phonics instruction.
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## Background

The 1998 Idaho State Legislature allocated \$1,000,000 to improve reading instruction for use as follows: \$500,000 for reading instruction training for kindergarten through sixth grade teachers which incorporates phonics, and \$500,000 to support overall reading skills development of students in grades kindergarten through six. Allocated on a per-pupil basis as determined by each district's kindergarten through sixth grade enrollment as of September 25, 1998, funding for each grant provides approximately \$3.91 per pupil for reading with phonics teacher training and additional \$3.91 per pupil (\$7 total per pupil) for overall reading skills development programs.

*(See the attached 1998-99 Estimated Reading Distribution sheet.)*



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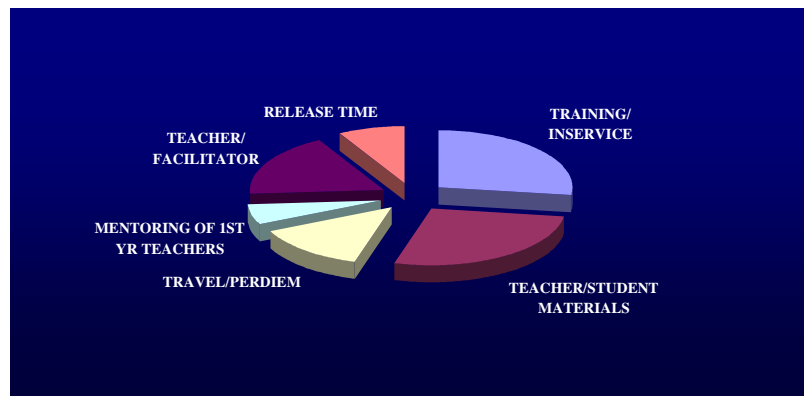
## Funding

The State Department of Education has established the following: criteria for school districts to receive K-6 Reading Improvement grant dollars, a pre-and post-evaluation process; and a committee to review grant applications, oversee the program process, as well as provide requested technical assistance. Although many districts receive approval of their applications immediately, the committee requires some districts to rewrite or edit application in order to meet the prescribed criteria. In addition, the committee contacts all school districts who do not apply to remind them of the opportunity to receive funds. Ultimately, 109 school districts applied for and received 1997-98 Reading Improvement Grant monies. Monies not requested by all districts are reallocated to other districts.

## Expenditures

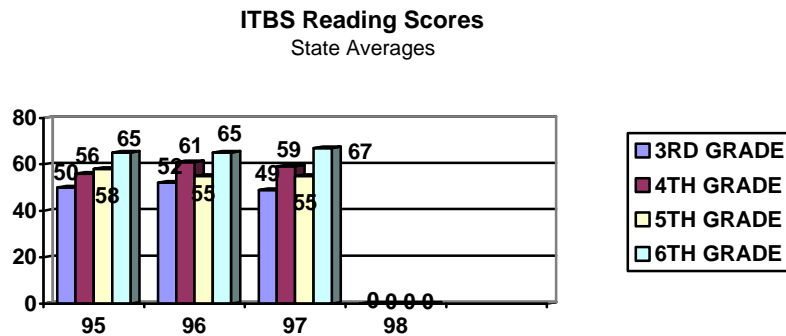
The 1997-98 Reading Improvement evaluation forms submitted to the State Department of Education verify the following: districts' ITBS reading scores are improving, primary teachers are receiving training in reading instruction; and districts have increased parental involvement in the reading process.

Individual districts have also used the allocations to purchase such materials to support staff development related to reading as phonetic readers, reading manipulative, and books. In addition, some have used allocations to mentor first year teachers. (*See the attached 1997-98 K-6 Reading Improvement Grant Expenditures*).



## Program Accountability

School districts receiving Reading Improvement grant allocations must submit applications, which specify how the intent of the legislative language will be met.



Districts are encouraged to use test results as one basis for developing reading curricula that improves gains in student test scores.

District	1997-98 Fall Enroll. K-6	Reading With Phonics \$500,000 \$3,907 per Stdnt	Teacher Training Reading \$500,000 \$3,907 per Stdnt	Total Reading Grants
1 BOISE	14,547	56,837.09	56,837.09	113,674.18
2 MERIDIAN	11,445	44,717.16	44,717.16	89,434.32
3 KUNA	1,269	4,958.15	4,958.15	9,916.30
11 MEADOWS VALLEY	129	504.02	504.02	1,008.04
13 COUNCIL	211	824.41	824.41	1,648.82
21 MARSH VALLEY	797	3,113.99	3,113.99	6,227.98
25 POCATELLO	6,637	25,931.66	25,931.66	51,863.32
33 BEAR LAKE	833	3,254.64	3,254.64	6,509.28
41 ST. MARIES	652	2,547.45	2,547.45	5,094.90
44 PLUMMER/WORLEY	250	976.78	976.78	1,953.56
52 SNAKE RIVER	1,157	4,520.56	4,520.56	9,041.12
55 BLACKFOOT	2,363	9,232.56	9,232.56	18,465.12
58 ABERDEEN	573	2,238.79	2,238.79	4,477.58
59 FIRTH	491	1,918.40	1,918.40	3,836.80
60 SHELLEY	1,060	4,141.56	4,141.56	8,283.12
61 BLAINE CO	1,572	6,142.02	6,142.02	12,284.04
71 GARDEN VALLEY	172	672.03	672.03	1,344.06
72 BASIN	258	1,008.04	1,008.04	2,016.08
73 HORSESHOE BEND	157	613.42	613.42	1,226.84
82 BONNER CO.	3,008	11,752.66	11,752.66	23,505.32
91 IDAHO FALLS	5,693	22,243.32	22,243.32	44,486.64
92 SWAN VALLEY	47	183.64	183.64	367.28
93 BONNEVILLE	3,834	14,979.96	14,979.96	29,959.92
101 BOUNDARY CO	864	3,375.76	3,375.76	6,751.52
111 BUTTE CO.	327	1,277.63	1,277.63	2,555.26
121 CAMAS CO.	96	375.08	375.08	750.16
131 NAMPA	5,612	21,926.84	21,926.84	43,853.68
132 CALDWELL	2,963	11,576.84	11,576.84	23,153.68
133 WILDER	315	1,230.75	1,230.75	2,461.50
137 MIDDLETON	1,143	4,465.86	4,465.86	8,931.72
135 NOTUS	173	675.93	675.93	1,351.86
136 MELBA	314	1,226.84	1,226.84	2,453.68
137 PARMA	553	2,160.65	2,160.65	4,321.30
139 VALLIVUE	1,717	6,708.55	6,708.55	13,417.10
148 GRACE	271	1,058.83	1,058.83	2,117.66
149 NORTH GEM	96	375.08	375.08	750.16
150 SODA SPRINGS	559	2,184.09	2,184.09	4,368.18
151 CASSIA CO.	2,666	10,416.42	10,416.42	20,832.84
161 CLARK CO.	111	433.69	433.69	867.38
171 OROFINO	825	3,223.39	3,223.39	6,446.78

District	1997-98 Fall Enroll. K-6	Reading With Phonics \$500,000 \$3,907 per Stdnt	Teacher Training Reading \$500,000 \$3,907 per Stdnt	Total Reading Grants
181	CHALLIS	366	1,430.01	2,860.02
182	MACKAY	146	570.44	1,140.88
191	PRAIRIE ELEM.	4	15.63	31.26
192	GLENNS FERRY	335	1,308.89	2,617.78
193	MOUNTAIN HOME	2,619	10,232.79	20,465.58
201	PRESTON	1,201	4,692.47	9,384.94
202	WEST SIDE	290	1,133.07	2,266.14
215	FREMONT CO.	1,300	5,079.28	10,158.56
221	EMMETT	1,528	5,970.10	11,940.20
231	GOODING	652	2,547.45	5,094.90
132	WENDELL	585	2,285.67	4,571.34
233	HAGERMAN	221	863.48	1,726.96
234	BLISS	89	347.74	695.48
241	GRANGEVILLE	940	3,672.71	7,345.42
242	COTTONWOOD	261	1,019.76	2,039.52
251	JEFFERSON CO.	2,092	8,173.73	16,347.46
252	RIRIE	361	1,410.48	2,820.96
253	WEST JEFFERSON	360	1,406.57	2,813.14
261	JEROME	1,602	6,259.23	12,518.46
262	VALLEY	370	1,445.64	2,891.28
271	COEUR D'ALENE	4,651	18,172.09	36,344.18
272	LAKELAND	2,057	8,036.98	16,073.96
273	POST FALLS	2,358	9,213.02	18,426.04
274	KOOTENAI	158	617.33	1,234.66
281	MOSCOW	1,299	5,075.37	10,150.74
282	GENESEE	193	754.08	1,508.16
283	KENDRICK	202	789.24	1,578.48
285	POTLATCH	309	1,207.30	2,414.60
286	WHITEPINE	368	1,437.83	2,875.66
291	SALMON	671	2,621.69	5,243.38
192	SOUTH LEMHI	85	332.11	664.22
302	NEZ PERCE	119	464.95	929.90
304	KAMIAH	332	1,297.17	2,594.34
305	HIGHLAND	125	488.39	976.78
312	SHOSHONE	244	953.34	1,906.68
314	DIETRICH	92	359.46	718.92
316	RICHFIELD	98	382.90	765.80
321	MADISON	2,127	8,310.48	16,620.96
322	SUGAR-SALEM	680	2,656.85	5,313.70
331	MINIDOKA CO.	2,442	9,541.22	19,082.44



District		1997-98 Fall Enroll. K-6	Reading With Phonics \$500,000 \$3,907 per Stdnt	Teacher Training Reading \$500,000 \$3,907 per Stdnt	Total Reading Grants
340	LEWISTON	2,637	10,303.12	10,303.12	20,606.24
341	LAPWAI	317	1,238.56	1,238.56	2,477.12
342	CULDESAC	120	468.86	468.86	937.72
351	ONEIDA	491	1,918.40	1,918.40	3,836.80
363	MARSING	387	1,512.06	1,512.06	3,024.12
364	PLEASANT VALLEY	14	54.70	54.70	109.40
365	BRUNEAU GR-VIEW	288	1,125.25	1,125.25	2,250.50
370	HOMEDALE	644	2,516.20	2,516.20	5,032.40
371	PAYETTE	1,064	4,157.19	4,157.19	8,314.38
372	NEW PLYMOUTH	517	2,019.99	2,019.99	4,039.98
373	FRUITLAND	715	2,793.60	2,793.60	5,587.20
381	AMERICAN FALLS	872	3,407.02	3,407.02	6,814.04
382	ROCKLAND	81	316.48	316.48	632.96
383	ARBON ELEM.	19	74.24	74.24	148.48
391	KELLOG	822	3,211.67	3,211.67	6,423.34
392	MULLAN	85	332.11	332.11	664.22
393	WALLACE	355	1,387.03	1,387.03	2,774.06
394	AVERY	30	117.21	117.21	234.42
401	TETON CO.	659	2,574.80	2,574.80	5,149.60
411	TWIN FALLS	3,751	14,655.66	14,655.66	29,311.32
412	BUHL	772	3,016.31	3,016.31	6,032.62
413	FILER	672	2,625.59	2,625.59	5,251.18
414	KIMBERLY	620	2,422.42	2,422.42	4,844.84
415	HANSEN	203	793.15	793.15	1,586.30
416	THREE CREEK	6	23.44	23.44	46.88
417	CASTLEFORD	187	730.63	730.63	1,461.26
418	MURTAUGH	145	566.53	566.53	1,133.06
421	McCALL DONNELLY	588	2,297.40	2,297.40	4,594.80
422	CASCADE	182	711.10	711.10	1,422.20
431	WEISER	860	3,360.14	3,360.14	6,720.28
432	CAMBRIDGE	127	496.21	496.21	992.42
433	MIDVALE	49	191.45	191.45	382.90
<b>Totals</b>		<b>127,971</b>	<b>\$500,000.00</b>	<b>\$500,000.00</b>	<b>\$1,000,000.00</b>

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
1 BOISE	\$57,331.27			X	X		Lightspan Project Software	69		X
2 MERIDIAN	\$42,198.60	Reading Assessment ELIC Linking Literature and Phonics Writing Road to Reading Spelling and Phonics Workshops	X	X	X	X		73		X
3 KUNA	\$4,865.61	Literature Links I & II Reading Improvement with Phonics					Literacy Links I & II Reading Improvement with Phonics	52		X
11 MEADOWS VALLEY	\$473.26	BERS Literacy Workshop: "Strengthening Your Reading Instruction"	X				Reading Recovery Books	56		X
13 COUNCIL	\$825.28	Reading Recovery Methods Engaged Learning Strategies Phonics for all Ages	X	X	X			25		X
21 MARSH VALLEY	\$3,281.55	Incorporating Phonics into Spelling		X		X	Cross-Curricular Phonics Videos and Teachers' Manuals	53		X
25 POCATELLO	\$26,408.84	Three-Semester Phonics Course		X			Phonics Course Manuals Students Phonetics Books Teachers Textbooks	54		X
33 BEAR LAKE	\$3,500.58	Teacher Training Reading Recovery	X					37		X
41 ST. MARIES	\$2,561.88							46		X
44 PLUMMER/ WORLEY	\$1,087.33		X					25		X
52 SNAKE RIVER	\$4,595.73	Dr. Mary Howard Seminar R.C. Weens Literacy Institute		X		X		48		X

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
55 BLACKFOOT	\$9,641.26	Balanced Reading Literature and Reading in the Content Areas Authentic Reading Assessment	X	X	X	X		37		X
58 ABERDEEN	\$2,151.19	Reading Recovery Spaulding Phonics		X		X	Spaulding Videos Spaulding Materials	38		X
59 FIRTH	\$2,022.12	Phonics Inservice	X	X			Modern Curriculum Press Phonics Workbooks	55		X
60 SHELLEY	\$4,231.98	Reading Recovery Discover Intensive Phonics					Classroom & Library Books Reading Recovery Books Student Assessment Materials STAR	69		X
61 BLAINE CO	\$6,082.01	Lindamood-Bell Reading Training Reading Recovery	X	X			Student Reading Materials	69		X
71 GARDEN VALLEY	\$614.07	Spaulding's "Writing Road to Reading"					Accelerated Reader Books	48		X
72 BASIN	\$1,138.18	BERS "Strengthening Your Reading Instruction"	X				Teaching Reading With Phonics	27		X
73 HORSESHOE BEND	\$586.69	Reading Recovery						55		X
82 BONNER CO.	\$12,250.07	Reading Recovery Western Reading Recovery and Literacy Conference		X		X		52		X
91 IDAHO FALLS	\$22,215.96	Frameworks		X			Frameworks Phonics They Use (Teacher Resource Book)	61		X
92 SWAN VALLEY	\$191.65	Opted not to apply for Reading Improvement with Phonics Grant funds						62		N/A

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teach/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
93 BONNEVILLE	\$15,089.65	Phonics Inservice	X	X			Supportive Handbooks and Related Materials Consumable Student Materials	57		X
101 BOUNDARY CO	\$3,606.18	Early Literacy Conference				X		64		X
111 BUTTE CO.	\$1,255.51	(Will apply soon)						72		X
121 CAMAS CO.	\$406.77	Reading Recovery	X			X	Phonics-Based Curriculum Additional Phonics-Based Materials	55		X
131 NAMPA	\$20,377.67	Reading Connectors Team Two-Day Workshops: Running Records, Miscue Analysis, Comprehension/Retention, and Assessment	X				Workshop Materials	42		X
132 CALDWELL	\$11,522.58	Graduate Course: Reading in the Trenches	X	X			Sylvanoli Teachers' Manuals Reading Incentives Graduate Reading Course Textbooks	39		X
133 WILDER	\$1,189.02	Phonics College Course		X				5		X
134 MIDDLETON	\$4,122.47	No Application						38		X
135 NOTUS	\$1,684.47	Reading Recovery class for Paraprofessionals Reading Recovery Conference				X	Reading Recovery Materials Reading Recovery Textbooks	44		X
136 MELBA	\$1,192.93	Phonemic Spelling		X	X		K-2 Phonics Instruction Materials Accelerated Reader Materials	71		X
137 PARMA	\$2,123.81					X	Phonics Materials	27		X

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
139 VALLIVUE	\$6,637.41	Teacher "Success for All" Training					Accelerated Reader Software and Books	61		X
148 GRACE	\$1,114.74	K-3 Phonics Inservice				X	(2) Phonics Trays and Sets (4) Magnetic Boards Ken Thomason books	56		X
149 NORTH GEM	\$391.13	K-3 Phonics Instruction Methods		X				69		X
150 SODA SPRINGS	\$2,393.69	Discover Intensive Phonics				X	Discover Intensive Phonics Materials	53		X
151 CASSIA CO.	\$10,642.54	Reading Recovery Workshop METRA Phonics Scholastic Phonics Corner ELIC Training	X				Scholastic Phonics Chapter Books Reading Recovery Books	37		X
161 CLARK CO.	\$422.42	Effective Use of Phonics Incorporating Phonics Into a Whole Language Classroom	X	X	X	X	Inservice Materials	1		X
171 OROFINO	\$3,340.22	Reading Recovery Creating World Class Readers Workshop	X					68		X
181 CHALLIS	\$1,634.91	Inservice Training: METRA Phonics, Monterey Reading, Distar, and SRA Language	X	X				61		X
182 MACKAY	\$496.73	Phonics Training	X	X		X		50		
191 PRAIRIE	\$27.38	Opted not to apply for Reading Improvement with Phonics Grant funds	X	X		X		57		N/A
192 GLENN'S FERRY	\$1,462.81						K-4 Reading with Phonics Student Materials	40		X
193 MOUNTAIN HOME	\$9,883.76	Visual Phonics Rigby Workshops	X	X	X	X	Phonics Phacts (K.Dodman) Read and Retell (H. Brown & B. Cambournee) "Phonics in Literature-based Classroom" (video)	49		X

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring Of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
201 PRESTON	\$4,595.73	Saxon Phonics Training	X	X	X		Discover Intensive Phonics Saxon Phonics	53		X
202 WEST SIDE	\$1,095.15	Reading Recovery					Accelerated Reader books and disks STAR and Inservice Materials	59		X
215 Fremont County	\$5,131.57	Reading Recovery	X				Reading Recovery Materials	43		X
221 EMMETT	\$5,956.85	Discover Intensive Phonics Zoo Phonics	X	X		X	Discover Intensive Phonics Classroom library books	38		X
231 GOODING	\$2,378.05	Reading Recovery	X	X			Magnetic Boards and Letters Books and Materials	32		X
232 WENDELL	\$2,205.95	Second Grade Reading Workshop		X			ADD Materials Videos and CDs	25		X
233 HAGERMAN	\$809.63	Phonics Instruction					(2) ADD Kits Teachers' Resource Books Training Video	30		X
234 BLISS	\$363.75	BERS "Strengthening Your Reading Instruction	X			X		22		X
241 GRANGEVILLE	\$3,762.63						(16) "Discover Intensive Phonics for Yourself" Software Packages	65		X
242 COTTONWOOD	\$1,134.27	Reading Recovery	X			X		64		X
251 JEFFERSON CO.	\$8,033.73	Discover Intensive Phonics and First Steps	X			X	Discover Intensive Phonics	49		X
252 RIRIE	\$1,388.50	Phonics Instruction		X	X		Phonics Support Materials	66		X
253 WEST JEFFERSON	\$1,478.46	Reading Recovery	X	X	X	X	Supplementary Phonics Materials	48		X
261 JEROME	\$6,504.43	Reading Recovery		X	X		Upgrade "Wiggle Works" and Inservice Materials	40		X

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
262 VALLEY	\$1,501.92	Reading Recovery					Reading Recovery	28		X
271 COEUR d'Alene	\$17,776.68		X	X			Sixth Grade Reading Materials Supplemental Phonics and Spelling Material	67		X
272 LAKELAND	\$7,544.82	Summer Workshops for teachers		X		X	Vo Wac Phonics/Spelling Instructional Materials	52		X
273 POST FALLS	\$9,058.48	Reading in the Content Area Reading Recovery in the Classroom Strategies for Enhancing Reading	X	X	X		Phonics Kits	49		X
274 KOOTENAI	\$633.62	Fun with Phonics Materials Spelling Strategies that Work					Touch Phonics Set Phonics Books, 4 Manipulative Reading and Spelling books	76		X
281 MOSCOW	\$5,370.16	Reading Recovery Materials Western Reading Recovery Conference "Phonics Made Easy"		X			Reading Recovery Materials Guided Reading Books "Phonics Made Easy" CDs	87		
282 GENESEE	\$688.38		X				Phonics Workbooks	68		X
283 KENDRICK	\$887.86		X	X			Analyze, Align, and Assess Target Reading/Phonics Skills with State Scope and Sequence	82		X
285 POTLATCH	\$1,298.54	Reading Recovery Convention Lewiston Literacy Conference						47		X
286 WHITEPINE	\$1,419.79	Opted not to apply for Reading Improvement with Phonics Grant funds						65		N/A
291 SALMON	\$2,690.95	Literacy in the Classroom		X		X		54		X
292 SOUTH LEMHI	\$352.01	Reading Workshops	X				Phonics Workbooks	22		X

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
302 NEZ PERCE	\$473.26						Accelerated Reading Books and Reference Books	63		X
304 KAMIAH	\$1,388.50	Reading Success for At-risk Children (K-6)				X				X
305 HIGHLAND	\$555.40	Literacy Learning Institute						75		X
312 SHOSHONE	\$876.12						Discover Intensive Phonics Kit Justin's Learning Spelling Software	38		X
314 DIETRICH	\$371.57	J & J Language Program	X	X			(2) Sporis' Language with Phonics Sets	40		
316 RICHFIELD	\$387.21	Intensive Phonics Workshop		X			Intensive Phonics Manuals Workshop Materials	20		X
321 MADISON	\$16,881.00		X	X	X	X	Instructional Materials for Inservice Trainers Develop and Publish a Phonics Spelling Pattern Book	63		X
322 SUGAR-SALEM	\$2,651.84	Reading Recovery		X				62		X
331 MINIDOKA CO.	\$10,087.14	Phonics Inservice	X	X	X		Phonics, Software, Books, Minibooks, Grade Books, and Activity Packets	33		X
340 LEWISTON	\$10,216.21	Running Record Learning Network Summer Institute					Teachers' and Students' reading Materials	57		X
341 LAPWAI	\$1,189.02	Reading Recovery						22		
342 CULDESAC	\$496.73	Reading Success for At-risk Children (K-6)	X			X		53		X
351 ONEIDA COUNTY	\$1,893.05	Reading Recovery						51		X



**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
363 MARSING	\$1,509.75	Reading with Phonics Literacy Learning in the Classroom Literacy Links I						29		X
364 PLEASANT VALLEY	\$62.58						Phonics Instructional Materials	69		X
365 BRUNEAU GR-VIEW	\$1,255.51	Reading with Phonics Conference	X				X	11		X
370 HOMEDALE	\$2,565.79		X				Action Reading Materials Accelerated Reader Books and Disks	44		
371 PAYETTE	\$1,235.90							32		X
372 NEW PLYMOUTH	\$2,069.06	Reading Recovery Conference		X			Reading Recovery Student Materials	51		X
373 FRUITLAND	\$2,780.91						Student Reading Materials at Emergent Levels	43		X
381 AMERICAN FALLS	\$3,660.94	Inclusion Training Reading with Phonics Emphasis Assessment and Evaluation						34		
382 ROCKLAND	\$301.17	Intensive Phonics Workshop	X			X	Intensive Phonics Kits and Related Materials	60		X
383 ARBON ELEM.	\$62.58						Reading Support	28		X
391 KELLOG	3175.94	Wright Group Workshops		X			AGC Phonics in Context Kits The Way Words Work	43		X
392 MULLAN	\$340.28							21		
394 AVERY	\$89.96		X				Student and Teacher Phonics Materials	38		

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
401 TETON CO.	\$2,655.75		X	X			Saxon Phonics Literacy Place Phonics	72		X
411 TWIN FALLS	\$14,604.65	Discover Intensive Phonics Training	X	X			Supplemental Reading and Phonics Materials STAR Assessment CAT (Northwest Evaluation Assoc.)	54		X
412 BUHL	\$3,207.23	Creating World Class Readers Wright Group Workshops Lindamood-Bell Program Reading Recovery		X		X	Reading Renaissance Accelerated Reader	53		X
413 FILER	\$2,589.25		X	X			Student Phonics Books	42		X
414 KIMBERLY	\$2,511.03	Reading Recovery						57		X
415 HANSEN	\$821.36	Intensive Phonics Workshop	X	X			Intensive Phonics Kits and Related Materials STAR Program Accelerated Reader books	27		X
416 THREE CREEK	\$35.20						Student Support Materials	1		
417 CASTLEFORD	\$684.47	Reading Recovery				X	Rigby Starter Books	37		X
418 MURTAUGH	\$578.87	Reading Recovery	X	X			McCracken Phonics Literature Sets CIRC Program Wright Group Materials Accelerated Reader Alphabet Materials	56		X

**Kindergarten through Sixth Grade  
Reading Improvement With Phonics Grant Expenditure  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
421 McCALL DONNELLY	\$2,374.14	Strengthening Your Reading Instruction		X			"Discovery" Phonics and Support Materials Hooked on Phonics SRA Alphabet Books Emergent and Beginning Reader Books and Materials	74		
422 CASCADE	\$829.19						Phonetic-Based Books	49		X
431 WEISER	\$3,340.22						Accelerated Reader Books and Tests Wright Group Books Rigby PM Starter	17		X
432 CAMBRIDGE	\$512.38					X	Spalding Phonics Cards and Related Items	61		
433 MIDVALE	\$234.68						Accelerated Reader Tests	9		X

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
1 BOISE	\$57,331.27	Summer Phonics Institute			X		Waterford Early Reading Program Software Summer Phonics Institute Reading Workshop Supplies	69		X
2 MERIDIAN	\$42,198.60	Reading Recovery	X				Rigby Literacy Group	73		
3 KUNA	\$4,865.61	Literacy Links I & II	X				Literacy Links I & II	52		
11 MEADOWS VALLEY	\$473.26	BERS Workshop Literacy Workshop	X				Miscellaneous Supplies	56		
13 COUNCIL	\$825.28	Western Regional Reading Recovery Conference						25		
21 MARSH VALLEY	\$3,281.55						Phonics Seminar handbooks and sourcebooks	53		
25 POCATELLO	\$26,408.84	(2) BERS Workshops		X			77 textbooks for teachers Student reading materials	54		
33 BEAR LAKE	\$3,500.58	Reading Recovery Training Aide Involvement/Training	X	X				37		
41 ST. MARIES	\$2,561.88	Intermediate Reading Skills Workshop	X				Resource Books	46		
44 PLUMMER/ WORLEY	\$1,087.33	Open Court Curriculum Inservice	X					25		
52 SNAKE RIVER	\$4,595.73	Richard C. Owens Literacy Institute		X				48		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
58 ABERDEEN	\$2,151.19	Spalding Writing Road to Reading					Phonics Materials	38		
59 FIRTH	\$2,022.12	"Helping Students Become More Successful Readers & Writers				X	Reading Recovery Books	55		X
60 SHELLEY	\$4,231.98	Reading Recovery Intensive Phonics					Classroom and Library Books STAR Program Reading Recovery & Assessment	69		
61 BLAINE COUNTY	\$6,082.01	Lindamood-Bell Reading Training Reading Recovery	X	X			Student Reading Materials	69		
71 GARDEN VALLEY	\$614.07						Accelerated Reader Books and Test Disks	48		
72 BASIN	\$1,138.18	Teacher Training- BSU Professor					Teacher Materials	27		
73 HORSESHOE BEND	\$586.69						Accelerated Reader Materials	55		X
82 BONNER COUNTY	\$12,250.07	ELIC Frameworks LLIFE Diagnostic Survey			X		Reading support Materials Resource Library books	52		
91 IDAHO FALLS	\$22,215.96	Effective Reading Techniques		X			H/M Early Success Phonics Teachers Handbooks Model Sites	61		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
93 BONNEVILLE	\$15,089.65	Reading Recovery Strengthening Reading Instruction	X	X			Handbooks and Other Teacher Materials	57		
101 BOUNDARY COUNTY	\$3,606.18	Literacy Development Workshops Reading Recovery Conference		X		X	Parent Handbooks & Facilitator's with Manual: <u>Readers, Writers, &amp; Parents...Learning Together</u> Supplemental Readers	64		
111 BUTTE COUNTY	\$1,255.51							72		
121 CAMAS COUNTY	\$406.77		X			X	Accelerated Reader Program	55		
131 NAMPA	\$20,377.67	Reading Connectors Team Workshop	X	X				42		
132 CALDWELL	\$11,522.58	Assessment Planning Workshop <u>Reading in Trenches</u> Course	X	X			Teacher's textbooks	39		
133 WILDER	\$1,189.02	Language Arts Curriculum Development	X				Scholastic's "Wiggle Works" Modern Curriculum Press Caxton's: <u>Phonics They Use</u>	5		
137 MIDDLETON	\$4,122.47					X		38		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
136 MELBA	\$1,192.93	Phonemic Spelling		X	X		Accelerated Reader	71		
137 PARMA	\$2,123.81			X	X			27		
139 VALLIVUE	\$6,637.41	"Success for All" Reading Instruction Training	X			X		61		
148 GRACE	\$1,114.74	Visiting Author Presentation: Reading/Writing Workshops						56		
149 NORTH GEM	\$391.13	Discover Intensive Phonics					Silver Burden Readables Discover Intensive Phonics	69		
150 SODA SPRINGS	\$2,393.69	Summer School Support					Accelerated Reader Books and Disks STAR's Testing Programs	53		
151 CASSIA COUNTY	\$10,642.54	Wright Group Workshops Early Childhood Reading Project (NAEYC)( Development of District Instructional Model to Teach Reading	X		X			37		
161 CLARK COUNTY	\$422.42	Reading Inservice Training	X	X	X	X	Effective Reading Strategies Accelerated Reader Cooperative and Integrated Reading Comprehension	1		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
181 CHALLIS	\$1,634.91	METRA Monterey Reading I & II Distar SRA	X	X			Phonics Materials	61		
182 MACKAY	\$496.73	Incorporating Content Area Instruction into Reading via Technology	X			X		50		
191 PRAIRIE	\$27.38	Opted not to apply for General Reading Improvement Grant Funds						57		N/A
192 GLENNS FERRY	\$1,462.81						Accelerated Reader Books and Tapes	40		
193 MOUNTAIN HOME	\$9,883.76	Reading Renaissance Accelerated Reader STAR	X			X	Reading Renaissance	49		
202 WEST SIDE	\$1,095.15						Accelerated Reader STAR Inservice Materials	59		
215 FREMONT COUNTY	\$5,131.57	Reading Recovery		X				43		
221 EMMETT	\$5,956.85	LLIFE Class: Literacy and Learning		X	X		Accelerated Reader Rigby Books	38		



**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
232 WENDELL	\$2,205.95	Reading With Phonics Reading Recovery Reading Workshop					Reading Support Materials	25		
233 HAGERMAN	\$809.63	Accelerated Reader Reading Recovery STAR 50		X			Accelerated Reader: Expansion Disk, Software, and Books	30		X
234 BLISS	\$363.75	BERS "Strengthening Your Reading Instruction"	X			X		22		
241 GRANGEVILLE	\$3,762.63	Reading Success for At- Risk Children: Ideas that Work	X	X		X	Reading Horizons Reading Success: Idea That Work Video Journals	65		
242 COTTONWOOD	\$1,134.27						STAR Program Accelerated Reader Books and Disks	64		
251 JEFFERSON COUNTY	\$8,033.73	Reading Renaissance	X				Reading Recovery	49		
252 RIRIE	\$1,388.50	Phonics, Accelerate Reader, and Skills Bank Programs		X			STAR Program Accelerated Reader Skills Bank Reading and Language Arts	66		
253 WEST JEFFERSON	\$1,478.46	Saxon Phonics Training Reading Renaissance	X	X	X	X	Phonics Support Reading Renaissance	48		
261 JEROME	\$6,504.43	Reading Renaissance	X	X	X			40		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
271 COEUR d'ALENE	\$1,776.68	Phonemic Awareness Phonics Instruction Remedial Reading Strategies	X	X			Library, Spelling, and Phonics Support Materials	67		
272 LAKELAND	\$7,544.82	Best Reading Practices: Teaching, Assessing, and Diagnosing Developing Materials		X		X	Instructor Materials	52		
273 POST FALLS	\$9,058.48	Reading Recovery Reading in Content Area Reading/Phonics Enhancement Guided Reading	X	X	X		Phonics Kits Guided Reading Staff Development books	49		
274 KOOTENAI	\$633.62	Supporting Emergent, Early, and Fluent Readers Reading/writing Across Curriculum Guided Reading Increasing Spelling Achievement Phonics Instruction					Literature Books for Reading Group Instruction	76		
281 MOSCOW	\$5,370.16	Teacher Workshops: Reading, Writing, Spelling, and Phonics	X				Phonics and Phonemic Awareness Videos Parental Support Materials	87		
282 GENESEE	\$688.38	Literacy Learning in the Classroom						68		
283 KENDRICK	\$887.86		X				Curriculum Needs and Services	82		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
286 WHITEPINE	\$1,419.79	Opted not to apply for General Reading Improvement Grant Funds						65		N/A
291 SALMON	\$2,690.95	Literacy in the Classroom		X		X	Accelerated Reader	54		
292 SOUTH LEMHI	\$352.01	Reading Workshops	X				Phonics Workshops	22		
302 NEZPERCE	\$473.26	(coming soon)					Accelerated Reader Books and Reference Books	63		
304 KAMIAH	\$1,388.50	Reading Success	X	X		X				
305 HIGHLAND	\$555.40	Literacy Learning Conference						75		
312 SHOSHONE	\$876.12		X	X			Accelerated Reading Discover Intensive Phonics	38		
314 DIETRICH	\$371.57	J & J Language Program	X	X			J & J Language Program	40		
316 RICHFIELD	\$387.21	Parent Workshops		X			Parent Workshop Supplies and copy costs	20		
321 MADISON	\$16,881.00	Reading Recovery Phonics for Administrators Parent Inservice: Phonics		X			Prepare Video Scholastic Phonics Administrators texts	63		
322 SUGAR-SALEM	\$2,651.84						Accelerated Reader software and books	62		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
340 LEWISTON	\$10,216.21	Running Records Reading/Writing Process Learning Network Training	X	X			Reading Materials	57		
341 LAPWAI	\$1,189.02	U of I Professor, Georgia Johnson's: "High Risk Students"		X		X		22		
342 CULDESAC	\$496.73	Reading Success for At-Risk Children: Ideas That Work	X			X		53		
351 ONEIDA	\$1,893.05	Reading Recovery	X			X	Reading Recovery	51		
363 MARSING	\$1,509.75	Literacy Conference Links I and Seminar Reading with Phonics					Listening Skills Workbooks Instructional Reading Supplies	29		
364 PLEASANT VALLEY	\$62.58						Phonics Instructional Materials	69		
365 BRUNEAU GR-VIEW	\$1,255.51	Conference Title I/Migrant/ESL Training	X	X			Supportive Reading Materials	11		
370 HOMEDALE	\$2,565.79	Running Records	X	X			Accelerated Reader Books and Disks	44		
371 PAYETTE	\$4,235.90	Accelerated Reader I & II						32		
372 NEW PLYMOUTH	\$2,069.06	Phonics Training Reading Instruction		X	X		Accelerated Reader Books and Disks	51		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
381 AMERICAN FALLS	\$3,660.94	Inclusion Training Reading with Phonics Emphasis Assessment and Evaluation	X	X				34		
382 ROCKLAND	\$301.17	Reading Recovery Wright Group Workshops		X		X	Accelerated Reader Software, books, and Incentives	60		
383 ARBON ELEM.	\$62.58						Reading Support	28		
391 KELLOG	\$3175.94	Reading Recovery Wright Group Workshop		X			Accelerated Reader and Supplemental Materials	43		
392 MULLAN	\$340.28		X		X		Student Reading Supplies	21		
393 WALLACE	1548.86	Reading Recovery and Early Literacy				X	Reading with Phonics Instructional Support	50		
394 AVERY	\$89.96		X				Student and Teacher Phonics Materials	38		
401 TETON COUNTY.	\$2,655.75		X				Wiggle Works Scholastic Literacy Place	72		
411 TWIN FALLS	\$14,604.65	Wright Group Development of Assessment Program	X	X			Supplemental Reading Supplies	54		
412 BUHL	\$3,207.23	Reading Renaissance Reading Recovery				X	Lindamood-Bell Program	53		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
414 KIMBERLY	\$2,511.03	Reading Recovery	X					57		
415 HANSEN	\$821.36	Discover Intensive Phonics	X				STAR Program Accelerated Reader Books and Disks	27		
416 THREE CREEK	\$35.20						Students Supports	1		
417 CASTLEFORD	\$684.47	Lindamood-Bell Learning Process	X					37		
418 MURTAUGH	\$578.87	Reading Recovery	X	X			McCracken Phonics Literature Sets CIRC Program Wright Group Materials Accelerated Reader Alphabet Materials	56		
421 McCALL DONNELLY	\$2,374.14						Spelling/Phonics Materials (5) Literature Sets and Games Wright Group Materials Accelerated Reader Disks & books Novels and ABC Materials	74		
422 CASCADE	\$829.19						Reading Inventory Novels Wright Group	49		
431 WEISER	\$3,340.22						Accelerated Reader Tests and Books	17		

**Kindergarten through Sixth Grade  
General Reading Improvement Grant Expenditures  
1997-1998**

District	Amount of Grant	Training/Inservice	Release Time	Teacher/ Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/ Student Materials	ITBS Reading Scores		Eval Rec'd
								5 <sup>th</sup> 97	6 <sup>th</sup> 98	
433 MIDVALE	\$234.68						Riggs Institute Spalding Phonics	9		

## SECTION 6

### TESTING RESULTS

#### Introduction

The committee hired Drs. George Canney and Jack Nelson, Professors of Education, University of Idaho, to assess a representative sample of more than 900 Idaho fourth grade students. Canney and Nelson used the Iowa Test of Basic Skills (ITBS), the Stanford Diagnostic Reading Test (SDRT) Green level (1995), the Qualitative Reading Inventory II (Leslie and Caldwell, 1995), and teacher ratings for their assessment.

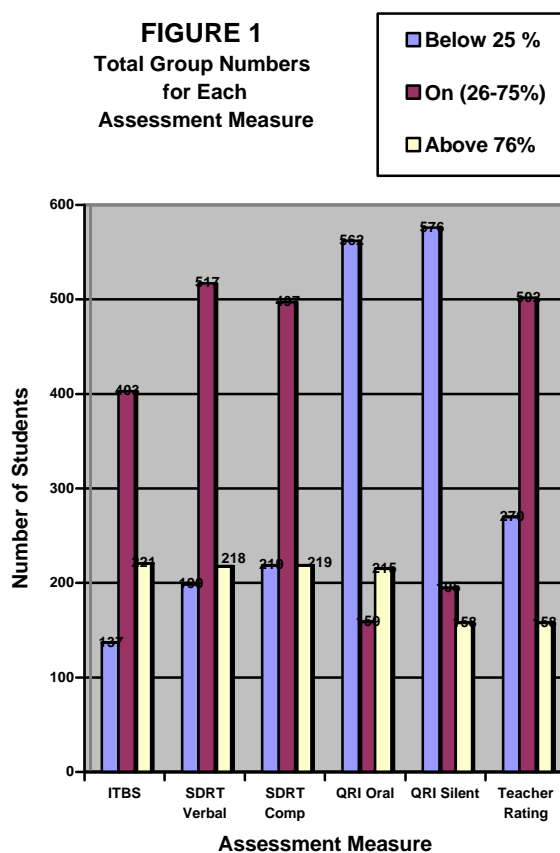
Figure 1 shows the total group numbers for each assessment measure. The results of their study were most helpful in providing the statistical data for this report.

Key findings of the Canney/Nelson study are listed below, followed by a detailed description of their methodology and additional results:

- About one student in five is reading well below grade level.
- Of the students not needing special services, only 8 percent are reading below the 26 percentile, while nearly half of the children who received/are receiving Title I, Reading Recovery, LEP and Migrant Services score below the 26<sup>th</sup> percentile.
- In the SDRT reading comprehension sub-test, just 11 percent of the children without services scored below the 26<sup>th</sup> percentile, while 55 to 76 percent of the children receiving special services scored below the 26<sup>th</sup> percentile in reading comprehension.
- In the Qualitative Reading Inventory (QRI) II test, 60% were below grade 4 in oral reading, while 62% were below grade 4 in silent reading.

- Teachers' ratings for the entire group (930 students) fell between the ITBS/SDRT and the QRIII, with 29% of the students reading below 4<sup>th</sup> grade.

**FIGURE 1**  
Total Group Numbers  
for Each  
Assessment Measure



ITBS= Iowa Test of Basic Skills  
SDRT= Stanford Diagnostic Reading Test  
QRI= Qualitative Reading Inventory



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## **K-3 TEACHER SURVEY RESULTS**

As part of its study, the 1997 Idaho Legislature requested that the State Department of Education survey reading educators about current instructional practices and conditions influencing the reading achievement of primary grade students. The results were one of the tools used to make the recommendations in this report (anonymity was assured). A total of 1,639 public and private school teachers were surveyed and the following results were reported:

### **Education background:**

49% received their education degree from an Idaho college  
36% have earned a master's degree in education  
12% have a reading endorsement, while  
3% are working towards a reading endorsement

### **Class composition results were reported as follows:**

55% reported class composition of 21-25 students, while  
11% reported having 26 or more students  
43% reported having 6 or more students reading below grade level

### **Obstacles to learning to read were reported as follows:**

34% indicated inadequately prepared students are a main obstacle in students learning to read  
29% indicated class size was a main obstacle in students learning to read

### **Extended time opportunities were reported as follows:**

4% indicated before school programs  
42% indicated during school programs  
16% indicated after school programs  
29% indicated summer programs

### **Classroom libraries were reported as follows:**

45% indicated an inadequate classroom library  
56% indicated the classroom library is funded by personal funds  
25% indicated the classroom library is funded by state funds

### **Teacher training requests were reported as follows:**

54% requested training in building comprehension skills  
52% requested training using technology in teaching reading  
50% requested training on teaching non-readers to read

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## Purpose and Rationale

Iowa Test of Basic Skills (ITBS) scores for 1993-96 indicated that Idaho students ranked nationally in reading between the 53<sup>rd</sup> and 59<sup>th</sup> percentile overall.

Characteristically, however, normative data such as these do not tell enough about students' specific reading skills and strategies. Furthermore, such group tests can underestimate the reading ability of at-risk students and students of color. Therefore, as part of the effort to assess the reading achievement of Idaho fourth grade students, we examined a representative sample of fourth grade students using individual assessment procedures more diagnostic and authentic in character.

## Method

**Sample.** Idaho is divided geographically into six educational regions and into five district categories according to student population. Stratified random sampling procedures were used to select approximately 1,075 fourth grade students representative of both geographic region and district size. Student selection was not based upon individual districts within the five size categories because the purposes for the study did not require this further delineation. The classrooms selected were representative of fourth grade students in Idaho according to gender, geographical region and district size. Ultimately, 936 students participated in the assessment.

**Test Administrators.** Forty-three substitute elementary teachers, recommended by the principals of participating schools, were trained during one of three day-long sessions to administer sub-tests of the Stanford Diagnostic Reading Test, Green level (1995) and the Qualitative Reading Inventory II (Leslie and Caldwell, 1995). They learned how to administer and score the SDRT and the oral and silent reading portions of the QRI II, including scoring students' prior knowledge of text topics,

answers to comprehension questions, and students' word identification miscues.

**Materials.** Four distinctly different types of reading assessments were utilized in order to get a varied profile on each student's reading performance. The ITBS is an achievement test offering a limited look at overall reading performance and no information about decoding strategies. The Stanford Diagnostic Reading Test (SDRT) provides a more in depth look at reading comprehension and vocabulary than does the ITBS, it is a multiple choice, paper-and-pencil measure in which students must recognize a correct response from among four choices. The test passages remain before the reader so it can be scanned for answers.

The QRI II comes closer to measuring authentically how students perform as readers do. Students read aloud and silently graded passages, then answer comprehension questions. When reading aloud, the examiner records decoding miscues that provide insights into strategies students use. Under both conditions, the examiner also records the time to read a passage as a measure of reading speed.

Finally, teachers' ratings of overall student reading performance reflect a vast array of information teachers gather through ongoing observations and tests. Students who might not perform as well under timed conditions or with another teacher might reveal during regular class activities reading strengths and needs important for determining instructional needs. Teachers use these data to plan instruction. Multiple assessment measures provide a multifaceted profile of students as readers and help identify more fully students' reading strengths and weaknesses.

The Stanford Diagnostic Reading Test, fourth edition, is a well researched, norm-referenced, group diagnostic instrument for examining phonetic, vocabulary and comprehension skills. In addition to providing a single score for each sub-test, item analysis gives additional insight into six aspects of comprehension performance: type of text (recreational, informational,

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functional); mode of comprehension (initial understanding, interpretation, and critical analysis and process strategies). The vocabulary sub-test provides information about listening and reading vocabulary, to include knowledge of synonyms and classification of terms. The comprehension and vocabulary sub-tests required two separate sittings of 40 and 30 minutes, respectively.

The Qualitative Reading Inventory II, second edition, is one of a family of informal reading inventories that have a long history of use in the class room to assess students' reading level, including reading comprehension and word identification skills. The QRI II is perhaps the best documented of current IRIs. In addition, one attractive feature is its attempt to estimate the prior knowledge a student has about a particular passage topic as an important variable in that student's ability to comprehend what is read.

The SDRT comprehension scores were compared to the oral and silent comprehension scores obtained on the Qualitative Reading Inventory and on the Iowa Test of Basic Skills, short form, given in all fourth grade Idaho classrooms. The vocabulary score could also be used as a rough estimate of a student's reading potential.

Classroom teachers rated each of their student's over all reading level on a scale from I to 9, nonreader to well above grade level. "Average," or on grade level, was scored as 4-6. We wanted this information because teachers work daily with students and so are in a position to provide information about student's reading level that may not be apparent in a one-time assessment by a person unfamiliar with the students. Finally, we collected demographic information from school personnel describing for each student mobility among different schools, absenteeism, and grade retention. In addition, we asked if a student had received special assistance in Title One, Reading Recovery, Gifted and Talented, LEP services, and/or Migrant Services.

## Procedures

Forty-three fourth grade classrooms were originally selected utilizing stratified random sampling procedures. Alternate classrooms were also identified in case a school declined to participate. Two of the largest school districts in Idaho had three school s/classrooms participate; in most districts; a single school/classroom was selected. One of the thirteen largest school districts was omitted from the study because it is district practice to regularly administer the QRI 11 to all elementary students several times a year. Three of the classrooms picked (in two districts) declined to participate; in one of those districts an alternate school/classroom did participate, so that ultimately there were forty-one fourth classrooms in the study, ranging in class size from 14 to 29 students with a median of 23 students per classroom. In all but one school, a single test assessor completed the entire testing for that classroom-, in the one exception, two assessors did the testing. The regular classroom teachers did none of the testing beyond giving the ITBS tests in late October. The regular classroom teachers did, however, complete the teaching rating scale for each student.

After training, the test administrators began their assessments in early November, assessing the whole class in two sessions using the SDRT. Individual testing of each student in one 30-minute session outside the classroom using the QRI 11 followed this testing. The results of the 1: 1 session were audiotape recorded.

Results of the testing were sent to the University of Idaho for analysis and interpretation. Student scores on the SDRT were forwarded to the Psychological Corporation - publisher of the SDRT- for both a composite analysis and individual student diagnostic reports. Individual student's overall reading performance (level) on the QRI II was determined by the testing administrator giving the inventory and checked by the investigators-, 200 testing administrator's audio tapes of prior topic knowledge, oral reading and silent reading comprehension were

rescored to derive interrater reliability figures for this study.

## Data Analysis

Correlation statistics were used to compare scores among all six assessments: ITBS Total Reading Score, SDRT comprehension, SDRT Vocabulary, QRI 11 oral instructional reading level, QRI 11 silent instructional reading level, and teacher rating scale. Tables and bar graphs showing frequencies and percentages of students' scores on various measures helped stakeholders examine group performance.

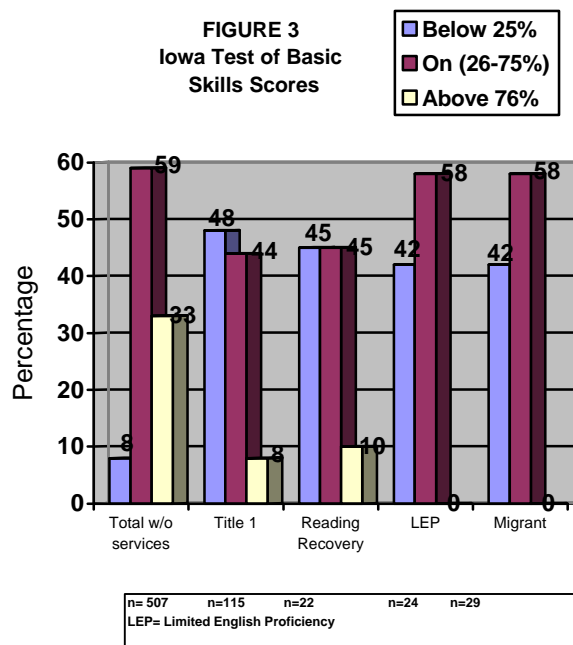
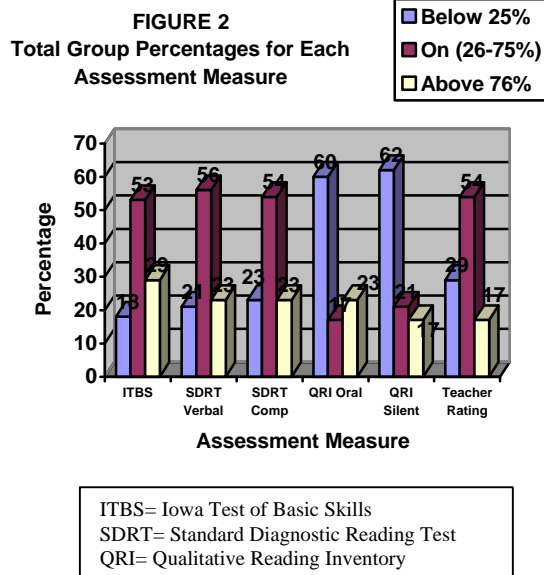
Expectancy tables were also used to compare students' performance on several measures. Secondary analyses examined individual students' decoding strategies including use of phonics, information sources students access to answer comprehension questions, the impact of special services on students' reading growth, and bases for teacher ratings.

The data was not used to compare geographical regions of Idaho, schools, classrooms or teachers. Individual student scores were made available only to the classroom teacher having that student in the class.

## Results (in more detail)

The data reported is based upon the following numbers of students completing each assessment measure: ITBS - 761 students; SDRT Vocabulary - 934; SDRT Comprehension - 935; QRI 11 Oral Reading 936; QRI II Silent Reading - 929; Teacher Rating - 930 (See Figure 1). Only a few comparisons will be provided in this brief report, for the data is extensive and the analyses continue at this time.

Figure 2 shows the Total Group Percentages for each Assessment Measure. Approximately 20% percent of all the Fourth grade students taking the ITBS scored in the lowest 25 percentile when compared to national norms. Scores on the Stanford vocabulary and comprehension Subtests were about the same.



*So, according to these measures, About one student in five is reading well below grade level.*

These scores, for your information, can vary about 5 points in either direction (standard error of measurement). Our sample, therefore, is scoring approximately where all Idaho fourth graders score on the ITBS this year, which

means the sample selected is representative of the whole group.

*However, on the QRI II, a much larger percentage of students scored below fourth grade instructional reading level*

Oral reading - 60% below grade four; silent reading - 62% below grade four. Teachers' ratings for the entire group (n=930 students) fell somewhere between the Figure 3 shows ITBS scores comparing students ITBS/SDRT and the QRI II. Teachers rated the students reading below fourth grade.

Figure 3 shows ITBS scores comparing students receiving special services with students not receiving those services, minus children in Special Education and Gifted and Talented, reveals a more useful profile.

***Of the students not needing special services, only 8 percent are reading below the 26 percentile, while nearly half of the children who received/are receiving Title I, Reading Recovery, LEP and Migrant Services score below the 26<sup>th</sup> percentile***

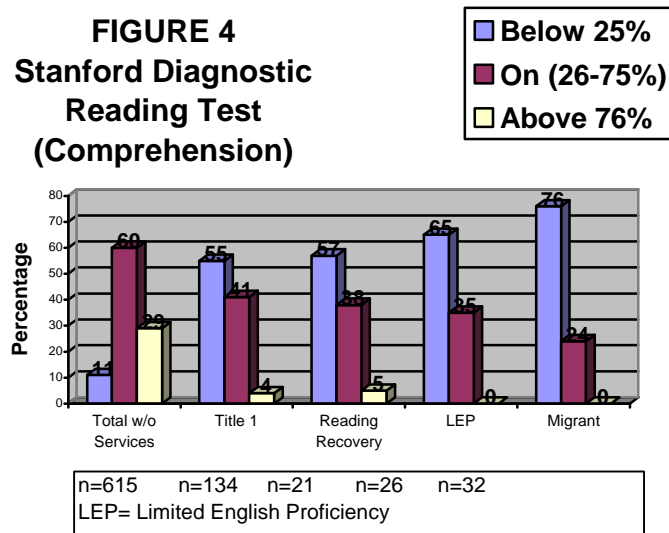
Note that while statistically predictive, the numbers of children in the Reading Recovery, LEP and Migrant Services programs are small. None of the LEP or Migrant Services children, some of whom are in both programs, scored above the 56th percentile on the ITBS.

Patterns on the SDRT Comprehension sub-test (See Figure 4) are even more telling, again because the SDRT is diagnostic in character and so has proportionally more items appropriate for lower readers.

***Just 11 percent of the children without services scored below the 26<sup>th</sup> percentile, while from 55 to 76 percent of the children receiving special services scored below the 26<sup>th</sup> percentile in reading comprehension.***

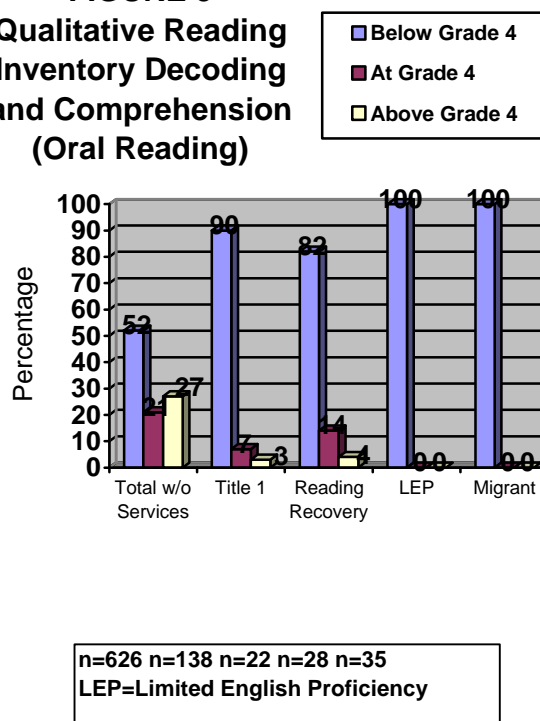
Interestingly, while the format (multiple choice questions, text available for reexamination by the reader) for the reading comprehension test is similar to that of the ITBS, more students

**FIGURE 4**  
**Stanford Diagnostic**  
**Reading Test**  
**(Comprehension)**



struggled on the SDRT than on the IOWA. However, the fourth grade ITBS is the short form and tends to consistently score students about 5 percentage points higher than the long form of the ITBS given in grades 3, 5, and 7. Taking this difference into account, student profiles on the SDRT and ITBS are similar.

**FIGURE 5**  
**Qualitative Reading**  
**Inventory Decoding**  
**and Comprehension**  
**(Oral Reading)**



When we look at student scores on the QRI 11, however, we get a more negative profile. Unlike the SDRT and ITBS, after reading, the text is

removed and students answer open ended questions (8) In their own words. Therefore, they must recall what the passage said and formulate an answer that reflects text information more than their own experience. On the multiple choice items of the SDRT and ITBS, students cannot say what they think, but must pick from among four answer choices; they can also reread or skim the text to find information to pick an answer.

***As shown in Figure 5 (previous page), over half of the students not receiving services scored below a fourth grade reading (instructional) level are significantly higher - 100 percent in the case of the LEP and Migrant Services students.***

The pattern on the QRI II silent reading score (Figure 6) are about the same as for oral reading.

Finally, we selected a random sample of 200 students representing the whole fourth grade group assessed. Their scores on the SDRT, ITBS, QRI II and Teacher Ratings mirror those of the larger group of fourth graders tested.

***Of the 200 students examined, 155 – or 77.5% - had a higher decoding score than comprehension score, oral or silent. Students decoded on the average at a 4.27 grade level, scored at the 3.26 grade level in oral reading comprehension, and 2.85 silent reading comprehension.***

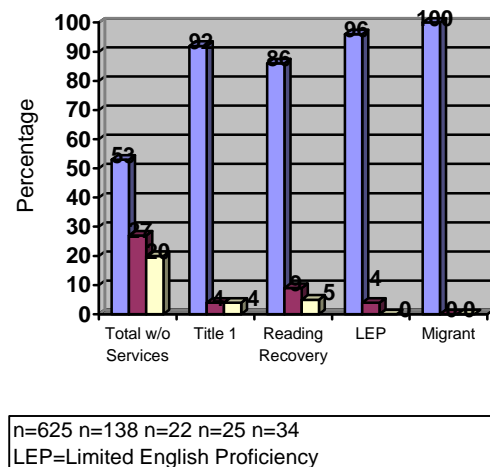
What is interesting is to look at teachers' ratings of students reading below, on and above grade level (rank I to 9, low to high) in comparison with these students' scores on the QRI II for oral reading, decoding, oral reading comprehension and silent reading comprehension (See Figure 7).

Comparing students scoring at or above the fourth grade level with students scoring below the fourth grade level, it is interesting that teachers' ratings of how these 200 students are reading maps to how well students are decoding, but is almost the reverse for how students are comprehending. It appears that teachers may be judging their students' reading performance more

on how well they decode text than how well they comprehend.

**One explanation** for students performing so much lower on the QRI II comprehension tests than on the SDRT and ITBS comprehension subtests is that students learn to find answers to multiple choice comprehension items by searching the text after reading the test choices. While worksheets are less in evidence than even five years ago, recognition level tasks are often easier than production tasks. Asking students to recall what the text said may prove more difficult.

**FIGURE 6**  
**Qualitative Reading**  
**Inventory Comprehension**  
**(Silent Reading)**



**Another explanation** is that in many classrooms, reading instruction is literature-based. Students from the first days of school are reading Big Books and children's literature selections that are predominately narrative. They are Encouraged to reason critically about the plot, Character development, theme and events. They give their opinions about the story, indicate whether they liked it or not, and predict what might occur next. Seldom, it seems, are they expected to render an accurate retelling of the text information from memory.

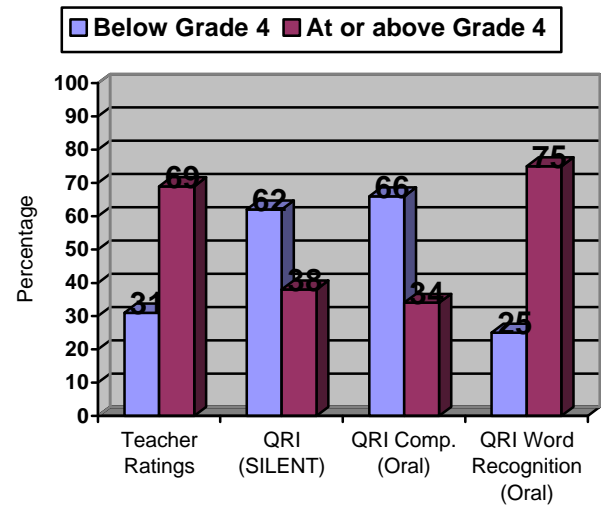
***They also read far more narrative than expository or Informational Texts because the***

*emphasis in the Elementary grades seems to be more on reading for pleasure than to Learn. If these observations are valid, then asking students to accurately recall text information from memory is an uncommon task students are unprepared to perform*

Twenty years ago, comprehension questions in basal texts were predominately literal and we noted that students were not successful at answering inferential and critical thinking questions (Hansen, 1983).

Could it be we have erred too far in the opposite direction? We wonder.

**FIGURE 7**  
**Random Sample of 200**  
**4th Grade Students**



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## SECTION 7

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